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ABSTRACT

The collection of readings for children was developed as part of the Portage Project which serves approximately 150 rural preschool handicapped and nonhandicapped children by providing them with a home teacher who instructs parents on how to teach their children. Readings cover the following topics: definitions of terms to know; the home teaching process (Portage Project procedures); basic areas of development (socialization, language, cognition, self help, and motor skills); instructional objectives; reinforcement; misbehavior; behavior change; timeout procedures; family involvement; activity charts; modeling; shaping and chaining; importance of record keeping; teaching aids; correction; target behaviors; small steps in learning; expansion; play; household materials and routines to use in teaching; use of time; and teaching guidelines. An instructor's manual includes sections on models of parent training, parent-child interaction, the Parental Behavioral Inventory, procedures for recording parent behavior, the parent teaching process, presentation of the parent program, strategies for initiating and maintaining discussions regarding the parent readings, and generalization and maintenance. Appendixes to the manual contain a copy of the Parental Behavior Inventory and an outline of the purpose, procedure, and parent behavior outcome for each of the specific parent readings. (SBH)

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Parent Readings

portage parent program

Richard D. Boyd, Susan M. Bluma

CREDITS

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This book of readings was developed as one component of a parent training package, the Portage Parent Program. It is designed for use with an INSTRUCTORS MANUAL and the PARENTAL BEHAVIOR INVENTORY which can be ordered from the address below.

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EC124508

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To the Register and Tribune Syndicate, Inc. for graciously allowing the use of Bil Keane's cartoons, which as one parent said, "Underline a point so well and bring a smile in the middle of a serious article. I think humor can greatly relieve a parent's anxiety about learning and applying all the information".

Finally, to Roy Durst and the Board of Control of Cooperative Educational Service Agency #12 for their continued support of Early Childhood Services and the development of these materials.

INTRODUCTION

This set of materials has been developed to help parents learn to be better teachers and managers of their children's behavior. The readings are designed to give you, the parent, the basic information needed to accomplish this goal. The content of the readings applies to all children and parents; however, because these materials can be used with many kinds of instructional programs or by parents whose children are not presently involved in a formal education program, a few things may need to be clarified.

The first reading, *The Home Teaching Process*, describes the Portage Project where these materials were developed. The Portage Project is a part of Cooperative Educational Service Agency #12 in Portage, Wisconsin. The Project serves approximately 150 preschool children by providing them with a home teacher who teaches the parents how to teach their children. Therefore, the program with which you are working may have some, all or none of the components described there. If this particular article does not apply to you; disregard it. However, you may want to read it, as it does give some basic ideas which will be beneficial in working with your child.

In some of the later readings *(Objectives for You and Your Child, What to Teach)* reference is made to an instructor. This means the person who is working with you to help you learn or improve important teaching skills. If you are using these materials on your own, you will not have a formal "instructor".

Finally, many of the readings concerned with planning instructional activities *(Target Behavior, Small Steps I and II, Activity Charts)* discuss writing down your teaching plan. The authors recognize that most parents will not continue to do this indefinitely. However, it will be beneficial to write your plan down while you are learning these new skills just to help you organize what you are going to do.

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WORDS TO KNOW

AID: give help or support.

Physical aid: help by holding or guiding hand or any part of the body. Ex.: holding child around the waist when teaching him to walk.

Verbal aid: helping by giving spoken hints or directions, by saying "go down, stop, over."

Visual aid: helping by giving a cue or hint you can see. Ex.: having child draw something by connecting dots, such as a square.

APPROXIMATIONS: behaviors that are close to being correct. Ex.: saying wa wa for water.

BEHAVIORS: anything a person does that can be seen or heard. Ex.: counting 5 blocks, or naming 10 farm animals or hopping on 1 foot.

Appropriate behaviors: proper, suitable action, behavior that is right and suitable for that time and place.

Inappropriate behaviors: not proper or right, not suitable. Ex.: having a tantrum in a grocery store.

Goal behavior: what it is you finally want your child to be able to do. Ex.: you may be teaching your child to lace but your goal is to get him to tie his shoes.

Target behavior: specific short-term teaching objective.

CHAINING: teaching small pieces of a behavior that, when all put together, completes a task. Teaching one small part. When that is learned, teaching two parts and so on until the whole job can be done. Ex.: teaching one letter of a name at a time, until all letters can be printed.

CHALLENGING: making it harder to do an activity after it has become easy. Ex.: when child can make a circle by connecting dots , use one dot and an arrow

CONSISTENTLY: responding in the same way **every** time, doing something in the same manner every time.

CORRECTION PROCEDURE: giving the child some kind of aid to help him get the right answer after he gave the wrong one.

CREDIBILITY: having enough facts to be believable.

CRITERION: number of times needed to show child can do task, goal.

CUES: hints or helps, clues.

CURRICULUM: a course of study, all the activities or behaviors the child will be working on.

EFFECTIVE: something that works, producing a desired result.

ELIMINATE: to get rid of, remove.

ENFORCE: make sure task is done, make sure a rule is followed.

ENVIRONMENT: surroundings, where you live.

EXPANSION: repeating what child says and adding more to it. Ex.: child: "bye-bye", parent: "yes, we're going bye-bye in Daddy's car to Grandma's house."

IGNORE: pay no attention to, refuse to notice, disregard.

ILLUSTRATE: to make clear or to explain, demonstrate.

INITIALLY: at first, in the beginning.

MODELING: showing child what you want him to do. Then tell him to do what you did.

MOTIVATED: moved to action, wanting to do something.

NEGATIVE BEHAVIOR: contrary, not allowed, not permitted, out of the question.

OBSERVABLE: something you can see.

OBJECTIVE: a goal or purpose, aim, end in view.

POSITIVE: proper or encouraging.

PREREQUISITES: things needed first, necessary to something that follows.

PRESENT SKILL LEVEL: how child is doing now, at what point he is at now.

PROCEDURE: a special course of action, a way of doing something.

REINFORCING THE BEHAVIOR: rewarding an action to make it happen again and again.

REINFORCER: a reward or anything that causes a behavior to happen more often.

SHAPING: accepting any answer at first, that is close to being correct. As child gets better, reward only the best. Ex.: if child says wa wa you would give him a drink. When he gets better at it, you will give him a drink only when he says water.

SKILL: a task or behavior you can do well.

SPECIFIC: definite, special, certain.

SUMMARIZE: to add into one total, to say over again, to review the main points, to sum up.

SYSTEMATICALLY: orderly, in an organized way, carrying out a task with a system or by the same method.

TAKING BASELINE: writing down the number of times the child does something **before** teaching begins.

TAKING POSTBASELINE: writing down the number of times the child does something **after** you have taught it.

TASK: a piece of work, a job, a lesson.

TECHNIQUE: method, know-how, the way you do something.

TIME OUT: a short period of time when no attention is given.

TRIAL: attempt, a try.

THE HOME TEACHING PROCESS

Welcome to the Portage Project! Now that you are participating in home visits, learning will be a three-way proposition. Remember, [illegible]s too young or too old to learn. *You* are going to learn to be an effective teacher of your child. The *home teacher* is going to learn, from you, the best methods of working with your child. The *child* will be learning to do a greater number of things because you, the parent, are a teacher!

This is perhaps the single most important factor in the success of the Portage Project. *Parents* are doing the actual teaching of their *own child*. Parents are the first and most important teachers of their children, and the Portage Project works because parents and home teachers talk and work with each other, planning *together* the best teaching activities for the child.

You, as a parent, know your child best and can help in the planning and teaching of your child. The home teacher's job is to take your knowledge of your child and help *you* plan and teach your child more effectively. The home teacher does not want to take over your role as parent and teacher, but help you to better meet the needs of your child.

When your child was born, he could do only a small number of things. Most of what he could do (eating, breathing, etc.) he did because of instinct. As he grew older, he learned (and is learning) to do a greater number of things because you as parents taught him. You've played an important part in helping him learn all he can do. You *have been* and *are* a teacher! What he can do in terms of walking, talking, and helping himself in dressing, feeding, toileting, etc., he has learned in the home from you. Actually some of the most important learning a child will ever do happens in the home *before he goes to school.*

The Portage Project wants to work with parents in the home because parents know what their child can and cannot do, what he is ready to learn next, and how he learns best. By using the parent's knowledge of the child, the home teacher and parent can together plan the best individual program for the child.

Working together **in the home** is important because:

1. The home is a more natural and comfortable setting for both parent and child than is the classroom or clinic. We see more natural and a greater variety of child behavior in the home, which helps us better plan for the child.
2. The preschool child spends most of his time in the home and therefore he has more opportunities to learn and practice if the parents and other family members (brothers, sisters, grandparents, etc.) know how to teach him, and can work with him throughout the day.
3. What is learned in a classroom or clinic does not always spread or transfer to the home. Therefore, it is often better when learning occurs in the home in the first place.

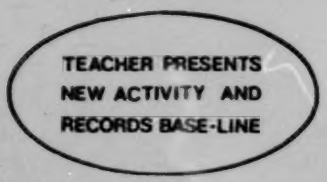
The home teacher, then, works with parents and children in their home. The home teacher's job is really to teach the

home teaching process

parent how to teach the child; the home teacher is *not* expected to take over the parent's role as teacher. The home teacher shows you, the parent, how to teach your child and then you work with your child the rest of the week. The Portage Project has found that this is a most effective way of teaching children. It not only can benefit the child in the project, but it can also be of benefit to your other children if we are successful in teaching you, the parent, the best teaching and child rearing skills.

Beginning The Home Visits

The first important task will be to decide the best day and time for the home visit. Choose an hour that is best suited for your child. He should be alert, so don't pick naptime. You should also be alert, so don't schedule the visit for the same time as your favorite TV show! The area the home visit will be taking place in should be fairly quiet, with few distractions, so your child can concentrate. Remind Grandma not to call and ask how he's doing until after the home visit. You and the home teacher will also agree on some way to inform each other if the visit cannot be made at the appointed time.

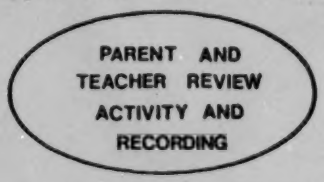


Using an activity chart, the home teacher will prepare several tasks for your child based on the information she has received on her initial visit. As the child performs the tasks the home teacher will record the BASELINE on the activity chart. Recording BASELINE means counting and marking down the number of times the child can do something in relationship to the number of trials you gave him. For example, if you asked your child to point to the picture of the dog 3 times and he was incorrect all 3 times because he kept pointing to the horse, the baseline would be 0/3 or 0 out of 3 trials. This recording is important because it is necessary to first discover how close the child is to doing the task. If the baseline shows the activity is not likely to be achieved in a one week period of time, the home teacher should change the prescription in some way so the child will be successful. If the baseline shows the child can do the task, there will be no reason to continue that activity.

Because you will be doing the teaching for the entire week, you will be watching and making any suggestions that will help your child learn. Most of the time the home teacher will model for you the following:

1. **Materials** - what kind of materials (if any) to use to teach the activity.
2. **How to Present the Activity** - where to have the child placed (at the table, on the floor, etc.); what to tell the child; how to present the materials.
3. **How many Opportunities to Give the Child** - describes how many times to present the activity to the child each day.
4. **How to Reinforce the Behavior** - that is, how to let the child know he has done the right thing, whether it's giving him a treat (cereal, raisins, etc.) or by telling him that he did a good job.
5. **Correction Procedure** - what to do if your child gives the wrong answer.
6. **How to Record** - the home teacher will tell you what to record and how to record your child's responses on the Activity Chart.

Now it is your turn to teach the activity. This will give the home teacher an opportunity to help you become an effective teacher. At first, working with your child in the presence of a home teacher may seem awkward for you. But remember, you are learning a new task, the same as your child. So relax, smile and be yourself! The teacher will give you hints on manner of presentation, when and how to give reinforcers and the amount of aid or kinds of cues to give. As you gain confidence and relax, so will your child!



Finally, you and the home teacher will review the activity and answer any questions. Maybe you'd like her to re-explain the purpose of the activity. Perhaps you'd like her to repeat the directions. Don't be afraid to make suggestions about teaching the activity or about the use of materials you have in your home.

Following this there may be time for some informal activities such as listening to a record, looking at a picture book or playing a game.

During the remaining days of the week you will be teaching the activities and recording the number of times on the chart

as agreed during the home visit. If problems or any questions come up about the activities, call the office, and an effort will be made to contact your home teacher.

TEACHER OBTAINS POST BASE-LINE

The next week, same time, same place, your home teacher will arrive and ask how things went. She will note your child's progress on the Activity Charts and ask your child to do the activities for her. She will then record on the chart the POSTBASELINE (the number of times the child can do the task after a week of working with his parents). If he does it as stated on the chart, the home teacher gives him credit and goes on to the next sequential task. If the child has not acquired the skill, you will show or tell the teacher what occurred during the week. Then the two of you can decide how to revise the task so the child will experience success in a one week period of time. This will be done for each activity that was left the week before. The emphasis will always be on progress, not failures, during the week.

Then the cycle repeats itself. The home teacher presents the new activities, models for you and takes baseline. Then you model for her and practice teaching the task. The activities are discussed and another week begins.

Before the home teacher leaves you may want to discuss behaviors you'd like to change in your child in the near future. Maybe toilet training, weaning from the bottle, or decreasing temper tantrums are activities you'd like to begin with.

Hopefully, you will become actively involved in the selection of goals and materials. Suggestions about how to teach a new skill will be appreciated. Remember, you are the real teacher of your child, working with the home teacher to help your child reach his highest potential. Eventually, the home teacher will leave and you'll be able to continue using all the skills you have learned with **all** members of your family.

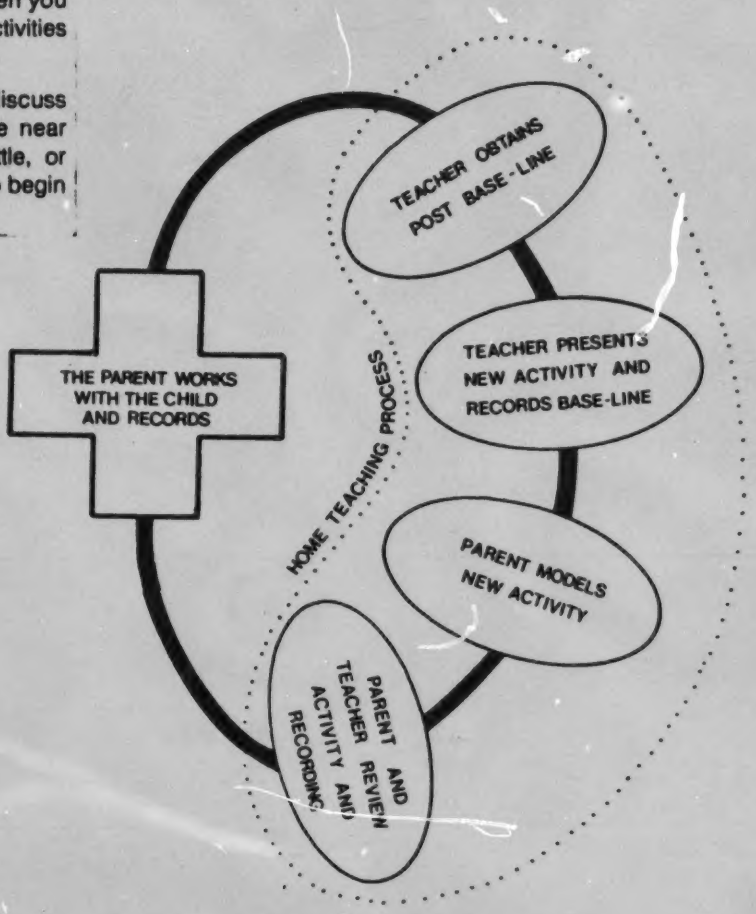
The Total Teaching Picture

Remember too, that your home teacher will be aware of all community resources that could provide services for you and your child. Feel free to ask her to suggest one that would best meet your needs.

If your child needs further evaluation or checkup at a clinic, your home teacher can help you make appointments at places such as speech and hearing clinics.

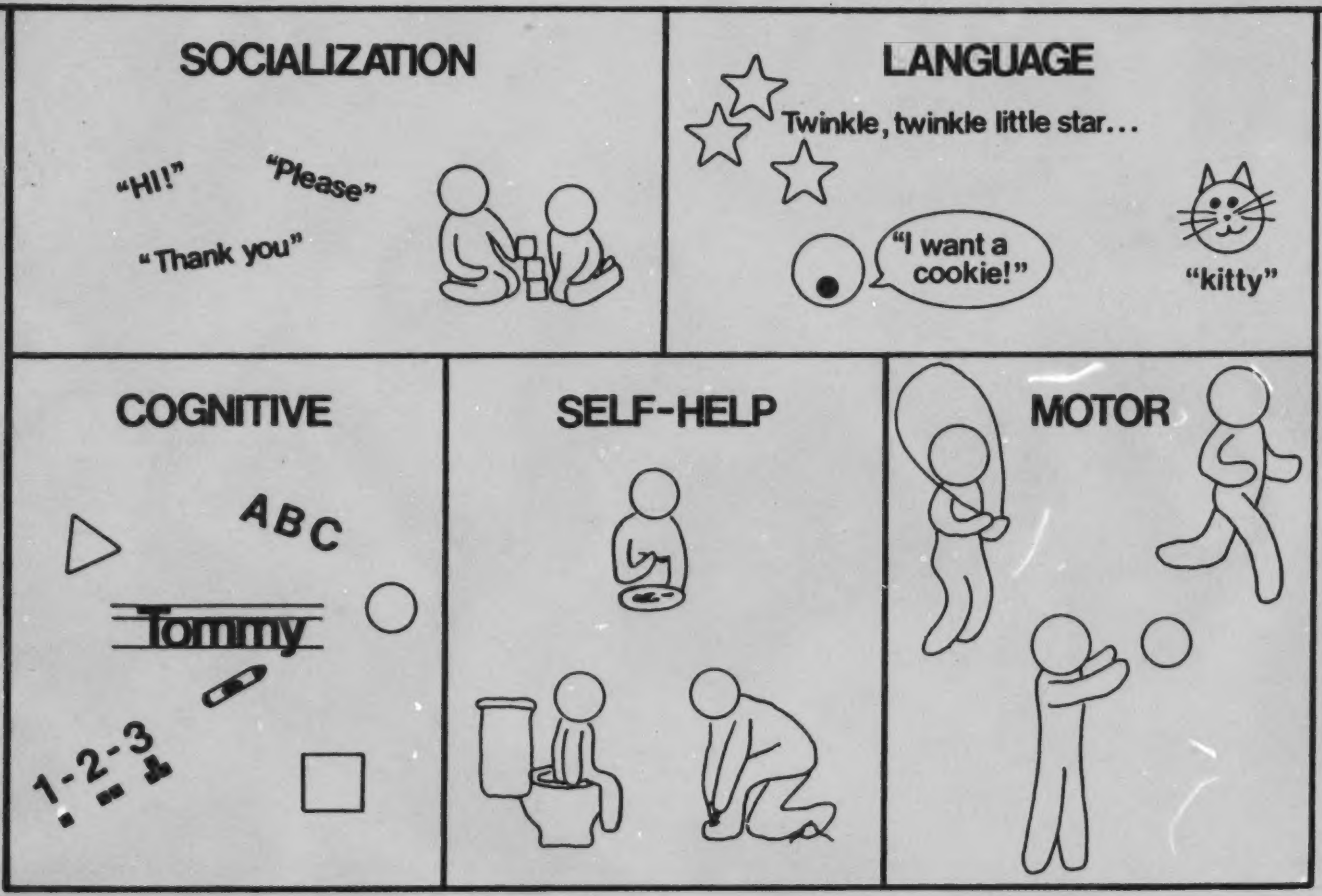
Finally, you may want to model the activities for other family members or relatives who might work with your child. Everyone should be doing the same thing with him so he learns faster. It will also help you think of and use good teaching techniques with activities not prescribed by the home teacher, and with other children in your family.

Happy Teaching!


HOME TEACHING PROCESS
TEACHER OBTAINS POST BASE-LINE
TEACHER PRESENTS NEW ACTIVITY AND RECORDS BASE-LINE
PARENT MODELS NEW ACTIVITY
PARENT AND TEACHER REVIEW ACTIVITY AND RECORDING
THE PARENT WORKS WITH THE CHILD AND RECORDS

The Portage Project

What Should We Teach Your Child?



WHAT TO TEACH

There are five basic areas of development from which you can choose skills to teach a child. How will you choose the area and how will you choose the specific skills once the area has been selected? These are questions that are vital in planning a child's curriculum. There are some guidelines you can use to make these decisions.

Before you can make decisions about what we will teach, it is necessary to find out **what your child has already learned.** You have helped or will help your instructor complete the assessment of your child and fill out the *Checklist.* In this way we discover exactly which skills your child can perform.

To assist you in deciding what things your child is ready to learn now, a copy of a checklist of normal development, (Portage Guide to Early Education) is included at the back of this book. You can complete it by reading each of the items and checking off those things your child can already do. If he can do the task well enough that you would not teach it put a ✓ in the column that says "entry behavior". If he cannot do an item, do not check it. As you begin teaching him

these skills that he does not do, mark the date in the column labeled "date accomplished". Only mark in the date when you are finished teaching the skills, not the date when you started. Teach the first behavior that is not checked off in any area first. When he learns that skill, go to the next one that is not checked.

When this information has been compiled, you and your instructor will know the specific **areas of development in which your child may be weakest.** Generally, you should try to give the child the most help in these areas. However, **this does not mean that you ignore the other areas of development.** The five areas are interrelated. When you teach a motor skill such as cutting with scissors, it often affects development in another area as well. For instance, it may help him to learn the cognitive task of recognizing different shapes.

When the specific developmental areas have been determined, you next decide which skill in that area you will teach. This decision is based on many types of information. One of these is **the sequence of normal child development.** Most children develop skills in a similar order. They say single words before they speak in sentences, they learn to walk before they learn to run. Use the *Checklist,* which lists a large number of these developmental skills in the order they are usually learned, as a guide to normal development.

Normal development is not the only consideration. You must also take into account **which skills will be most functional for your child right now.** That is, which skills will be most useful for him to better interact in his unique environment. For instance, in the self-help area we may have a choice of teaching the child to eat with a fork, drink from a straw, or toilet train him.

Depending upon the child and his particular situation, we might make different decisions. You as **a parent will also have definite preferences for which skill you would most like to** have your child learn now. Be sure to discuss these preferences with your instructor.

Besides choosing curriculum goals for your child, there is one additional area of behavior that must be considered. This is the area called *prerequisites;* behaviors that the child must have *before* he can begin learning new skills. These skills include paying attention to a task (looking and listening), following simple directions, imitating, and staying with a task long enough to learn it. Some children will need help with these skills before others can be taught.

All of these things must be taken into account when deciding on goals for your child. You and your instructor will frequently be discussing teaching objectives. Remember to consider all of these points when you establish goals and make curriculum decisions.

OBJECTIVES FOR YOU AND YOUR CHILD

As your child's teacher, you will have an important role in deciding what should be taught and how you will teach it. Right now, this may seem like a frightening task, but remember the instructor will be there to show and suggest ways in which you can effectively teach your child. A first step in planning your child's learning program will be stating goals for both your child and yourself. You will have to decide what new skills you would like the child to learn during the next few months, as well as what new skills you would like to learn in order to effectively teach your child.

The *What To Teach* handout provided guidelines for selecting learning goals for your child. Don't expect too much from the child, because he will become frustrated if the new activities are too difficult and you will be disappointed if the goals are not reached. Use the *Checklist* to help you pinpoint his strengths and weaknesses and to show you what skills would normally be learned next. Remember that you may need to work on getting the child to sit and attend to tasks or to cooperate and follow directions before you can begin teaching new skills. You might also select goals in the ares of discipline, such as reducing whining, tantrums, or hitting behavior. Do not hesitate to discuss your ideas with the instructor and ask for suggestions.

At the beginning of the program year, you may be unsure as to what new teaching and child management skills you would like to learn. Many parents say they are willing to learn *any* techniques that will help them to better work with their children. However, it is best if you pick specific goals which you feel will be most useful and important in dealing with your children. The instructor will be able to inform you of the different skills that contribute to successful teaching and discipline. For example, selecting appropriate activities for the child, choosing and presenting materials, providing a model or other cues to help the child perform correctly, reinforcing correct performance, giving appropriate corrections, and ignoring minor misbehavior are some of the general areas from which parental goals may be selected.

The *Objectives For You And Your Child* chart should be used to list goals that you have chosen for your child and yourself. Begin lising the goals that you would like to work on first at the bottom of the staircase and proceed up the staircase with other long term goals. Spaces are labeled "C" for child's and "P" for parent's goals. As each goal is met, check it off. Refer to these objectives as you plan and implement your child's curriculum. Later, you might review the chart to see the progress that you have already made; revise goals and add future goals to a new Objectives Chart.

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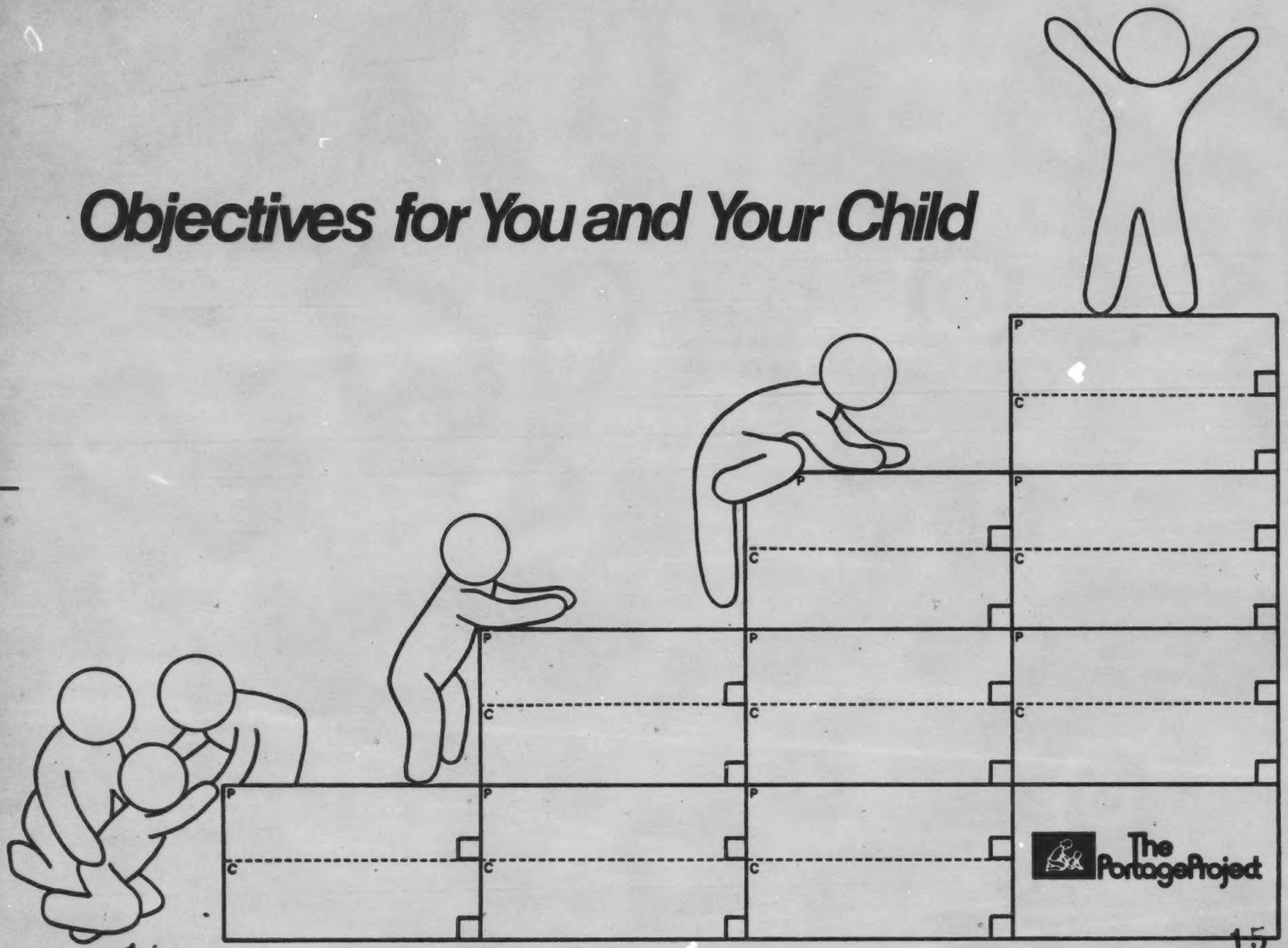
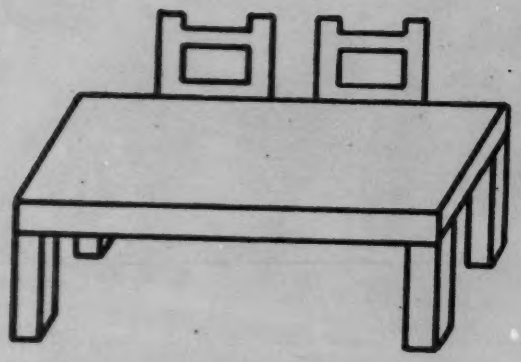
Objectives for You and Your Child



READY, SET, GO!!

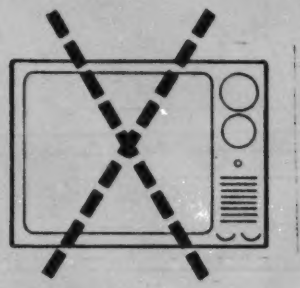
No matter what you are going to teach your child, here are some reminders of things to do that will make the teaching go more smoothly.

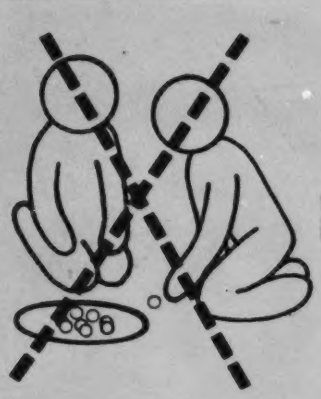


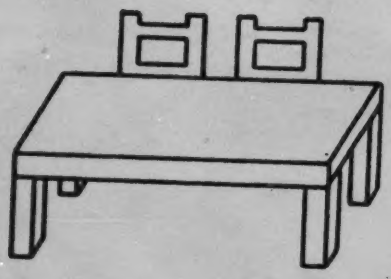
1. **Set up a routine time and place.**
Work with your child, as much as possible, in a special place at a special time. This will help him recognize that this is teaching time and know what is expected of him.

ready...set...go!

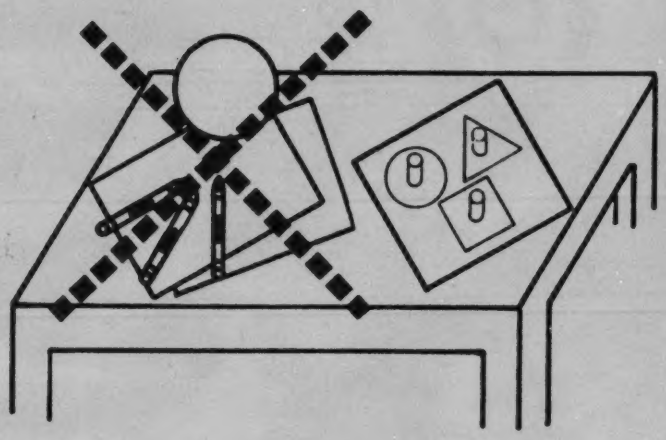
2. Remove all of the things that might distract your child.
He will learn better if he can concentrate. Turning off the TV and keeping brothers, sisters and pets in another room will make it easier for him.



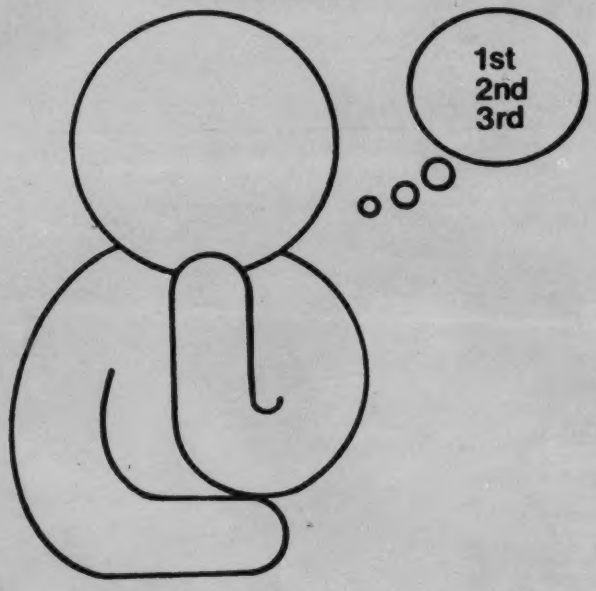




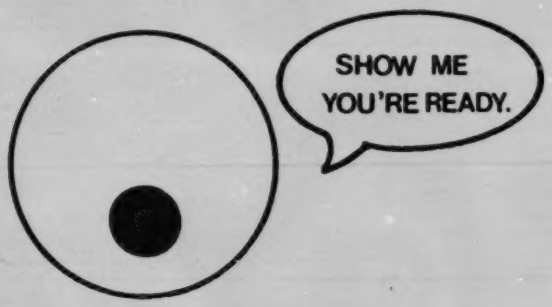
3. Have on the table only the materials needed for the activity you are teaching.
If you have the materials for all of the tasks where your child can see them he may become more interested in the other materials than in the activity you are teaching. If your child is easily distracted, you will need to be very careful about this. You may even want to give him just one crayon to work with at a time instead of letting him have access to the entire box. Taking these simple steps may make learning easier for your child.



4. Look over the activities you will be working on during the teaching session and **decide which one you will teach first, second and third.** Save the activities your child likes the best until last. Teach the ones that are most difficult or require the most concentration first. By doing this your child will be most alert when working on things that are hard for him. You can also use the activity he likes the best as a reinforcer for doing those that are more difficult.

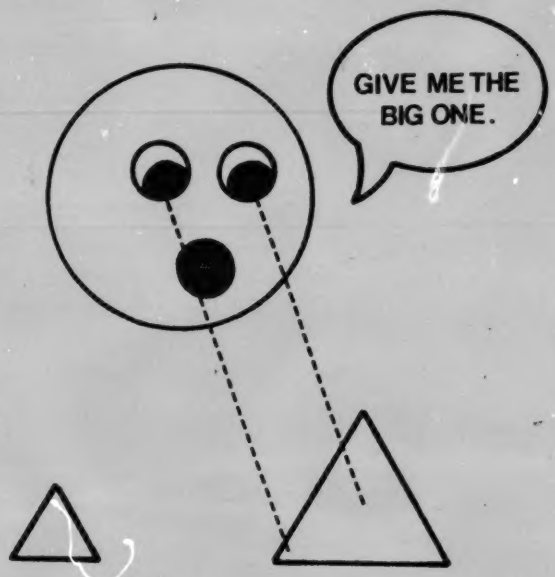


5. **Get your child's attention before you start teaching.** Depending upon your child, this may require a great deal of effort or very little effort. Make sure he is sitting still, looking at you, hands still, and ready to begin working. After teaching your child these behaviors you may be able to use a simple cue such as "Show me you're ready," to let him know you are ready to give him instructions. When you do this you will know that your child is paying attention and will be ready to follow your directions. You won't have to repeat directions and your child won't respond incorrectly because he wasn't paying attention.



6. When you do give your child the direction or command, **use language that you know he understands.** Don't make learning a new skill more difficult by using words or instructions that your child doesn't know the meaning of. Give a brief explanation, a short command, or show him what to do.

7. **Don't give little clues by mistake.** Because you want your child to learn the skill you are teaching, give him the amount of aid stated in the objective. However, children will often notice little things you do that may give them a hint you don't mean to give. Some examples are, looking at the item or picture you asked him to give you, always asking for the picture on the right, or, when the child puts the number of blocks you asked for in your hand, pulling it away so he can't make a mistake. Avoid giving these little clues by looking at your child instead of the materials, repositioning the materials often and allowing your child time to respond.



REINFORCEMENT

What is Reinforcement?

Reinforcement means giving another person something he likes after a behavior occurs. When a behavior is followed by a reinforcer, the behavior is strengthened. This means the behavior is more likely to happen again in the future. You receive reinforcers hundreds of times each day. Because you are rewarded for certain behaviors you continue to do them. You call a friend on the telephone because she listens when you talk and you reinforce her by listening when she talks. If you go shopping with her when she asks, she'll call you and ask you again. If you always say no, she'll stop asking. You may not like to bake cookies, but you keep baking them because everyone eats them and asks for more. Reinforcers are the same as rewards. You are rewarded with a pay check if you go to work everyday. You are rewarded with smiles and a thank you when you take everybody to McDonalds.

Your child receives reinforcement hundreds of times each day too. You smile at him when he finishes his meal. You tell him you like his drawing. You watch when he shows you how he can turn a somersault. Reinforcement is a powerful tool to increase the number of times the desirable behaviors occur. Therefore, it is a very important tool to use when teaching your child and managing his behavior. To use it most effectively you need to know what is reinforcing to your child, which behaviors you want to teach and which behaviors he already has that you want him to continue to demonstrate. Then you must give him reinforcement for those behaviors and not the ones you feel are undesireable.

What Kinds of things are Reinforcers?

A reinforcer for your child will be something he likes or feels good about. It is not always something you think he should like.

"If I catch you talking once more you're going to sit with the girls!"

What may seem like a punisher for one person may be a reinforcer for another person.

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reinforcement

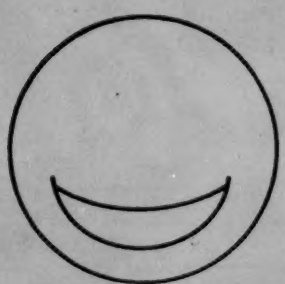
Reinforcers can be:

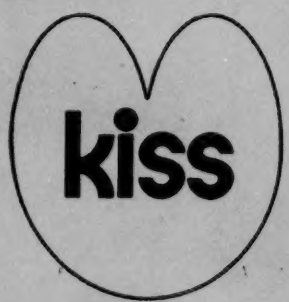
Food

- Candy
- Juices
- Cookies
- Cereal

Social Reinforcers

- Words of praise
- Hugs and kisses
- Smiling
- Giving of attention
- Tone of voice
- Touching
- Being near





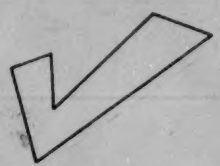
When using social reinforcers, be enthusiastic! Show the child that you are really pleased with his behavior. Do it often. Social reinforcers are always available and don't cost anything.

Too often the words we use as praise do not reinforce the child. How many times have people said things to you such as: "you're the greatest, you are fantastic", and you really feel nothing of the sort. Take a child who has failed often. He is not likely to jump for joy if you tell him how smart he is. On the other hand, if he has been working hard with you and pointing to the correct colors, you might say, "You worked hard today and I like the way you are pointing to the colors." Praise the specific behavior, not the whole child. When your child eats his dinner say, "I like the way you finished your dinner." Do not say, "You're a good child today" or "You're an angel" or "I love you because you ate your dinner." It is better to say "good listening," "good talking", etc.

Remember: tell your child what he did that earned a reward. I like the way you are paying attention — not you are a nice girl.

Token Reinforcers

- Money
- Points
- Stars
- Checks or marks on paper
- Green stamps



When using token reinforcers, **remember:**

1. Start with tokens which are quick and easy to give.
2. Reinforce a lot in the beginning and gradually reinforce less as the behavior increases.
3. Change the reinforcers often.
4. To get off the system, so you won't need it forever, tokens should be paired with praise and love so that social reinforcers will become powerful enough to keep the behavior going.

Activity Reinforcers (behaviors children like to do when given a chance)

- Running or playing outside
- Playing games or playing with special toy
- Watching TV
- Singing
- Polishing fingernails

When using activity reinforcers, **remember:**

Activities a child likes to do can be used to reinforce doing things he does not like to do as much. This is also known

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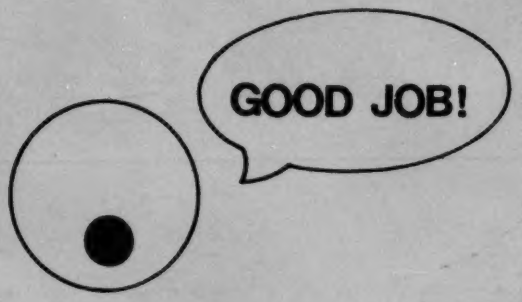
as "Grandma's Rule": you do what I want you to do, before you get to do what you want to do.

The following are examples of Grandma's Rule:

- Eat your vegetables and then you can have some ice cream.
- Take your bath and then I'll read you a story.
- You can go out and play after you get dressed.
- First you work, then you play.
- If the desired behavior occurs, the reinforcer is given.
- If the desired behavior does not occur, the reinforcer is not given.

The next examples are NOT examples of Grandma's Rule:

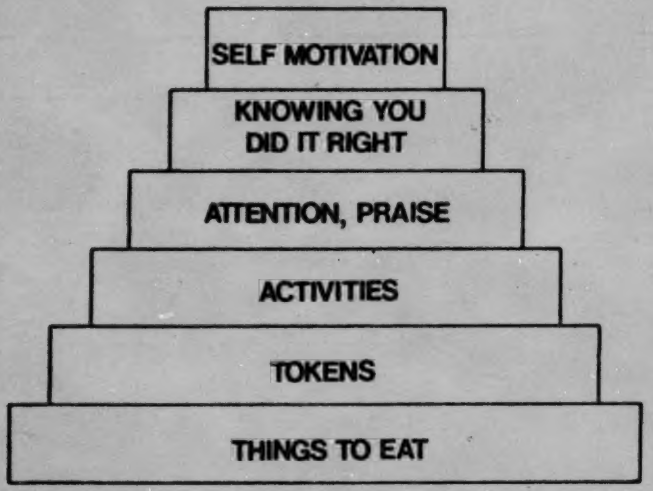
- You can go out and play if you'll pick up your toys when you come in.
- You can watch TV tonight if you'll be good all week.



Knowledge of Correct Results (being told that what you did was correct)

- "That's a good circle."
- "You're right. That's the green one."
- "That's the number four."
- "Right!"

Many times children are reinforced by simply being told that they were right. Like praise, knowledge of correct results can be given with tokens, food and activity reinforcers so that children will learn to work for the knowledge of correct results alone.



Which Reinforcer Should You Use?

These various reinforcers are arranged in a hierarchy: some are more basic and more powerful than others. Responding to the different levels of reinforcers is something that children must learn. A reinforcer is the same as a reward. Consequently parents will sometimes ask, "Why should I reward my child? He should want to learn. or "He's supposed to do it." Continuing to do something because you are supposed to do it involves a reinforcer, too. The reinforcer is called *self-motivation.* People are reinforced for having done something because they know it is the right thing to do or that it is their responsiblity. If you look at the pyramid you will see that this is a very high level reinforcer. Many very young children have not learned to be reinforced by this yet. Therefore, we must use the other kinds of reinforcers to teach them to be reinforced by their own accomplishments. You don't want to continue to use candy and treats as reinforcers, but at times you may have to do this to get the process started. Later you can begin teaching them to respond to praise, attention and self-motivation.

You have probably at some time said, "It would take a million dollars to get me to do that!" when you were faced with a task you disliked or that was very difficult for you. Occasionally, it may take "a million dollars" in the form of a treat or a token to motivate your child to do something he dislikes or that is difficult for him.

Only use the amount of reinforcement you need to keep the behavior going. You should use the item which is highest on the hierarchy in only the amount that you need. Don't use something to eat if praise will keep the behavior going. Many times teachers and parents fall into the habit of using candy when it is not necessary. Try to be imaginative and find other reinforcers to use. Even though candy may be an effective reinforcer to use at first for a very difficult task, most children do not need this type of reinforcer for a long time. Don't fall into the habit of buying a bag of candy rather than thinking up other possibilities for reinforcers. One way to find out for sure what will be a reinforcer for your child is to let him *SAMPLE* a variety of reinforcers and see how he reacts to them. Those things that get the biggest reaction from him will be the ones to use. To sample his reaction, let your child choose between two or three different reinforcers - but allow him to choose only one. The things he often chooses over the others will be the ones to use.

What and When to Reinforce

Reinforce behavior that you want to strengthen and to happen more often,

- using the toilet
- picking up toys
- not sucking his thumb
- eating with a spoon
- talking

Reward your child when he is being good

- bringing things on request
- sharing toys
- looking at book with sister
- sitting quietly in church

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Reward your child when he's making improvement

- begins dressing himself
- says wa-wa for water instead of grunting or pointing

Reinforce your child when he learns something new

- names colors
- says name
- draws a circle
- says daddy

The reinforcer must be given *immediately after* a response to be effective.

- In early stages of learning a task, reinforce every correct answer or response. **Remember:** to get it going, reward every time.
- Reward improvement or steps in the right direction. Do not insist on perfect performance on the first try.
- Once the behavior is learned, we want to teach the child to continue doing it even when we are not there to reward them. **Remember:** to keep it going, reward intermittently. Reward sometimes, but keep changing so he won't know just when.

If a behavior is reinforced only now and then, we know that such behaviors are likely to continue. The behavior of a gambler is a good example of this. If you have ever played a slot machine, you know how a win now and then keeps you playing. A fisherman does not catch a fish every time he casts, but he keeps on fishing because every once in a while he catches one or gets a bite.

Be careful not to now and then reward poor behaviors. Children can be taught undesirable behaviors by parents giving in to them once in a while. If we give in to a tantrum now and then, it keeps happening. If we let the child stay up late now and then he keeps begging to stay up late every night. If he keeps whining after we say "no" and we give in now and then, his whining increases!

Catch Them Being Good

Once in a while, a child gets most of his attention by misbehaving. When he does behave, mother takes this time to get her work done or look after other children. He gets more and more attention from his mom for bad behavior and less and less for good. The more she criticizes, scolds and tries to punish, the worse he gets. She *taught* him to *misbehave*. A little criticism will not hurt, it is only when it is the main way in which a child gets attention that it is harmful — It is better to concentrate on finding things to praise than to always criticize the child. How many times have you said to your child, "I like the way you play quietly."? You may need cues or reminders to praise more when the child is being good. The three ideas below may help remind you.

1. Set up a daily practice time. Thirty minutes a day would be fine. Stop every five minutes and find one thing for which you reinforce another person. Another good time is during a meal. There will be several people and many behaviors you can reinforce while eating dinner.
2. Put up signs to remind you to praise. Hang them on the refrigerator, cabinets, bathroom door or on mirrors. They could say:
   Praise (child's name)
   Tell him What he did Right
   Give attention when he's behaving
   Catch him being good
3. Give out reinforcers. Pass out tokens such as:
   Tickets, squares of red paper
   Poker chips, marbles, buttons
   Points, marks, stickers
   or even food like raisins, jelly beans, M & M's

Remember: Use praise when you pass out tokens. Make sure your praise is enthusiastic!

You have probably been using reinforcement to teach and manage your child all along. To make reinforcement most effective, you need to use it systematically. Following these rules can help you use it more effectively to strengthen desirable behaviors and not to accidently strengthen undesirable ones. By the way, I LIKE THE WAY YOU READ THIS ARTICLE TO THE END!

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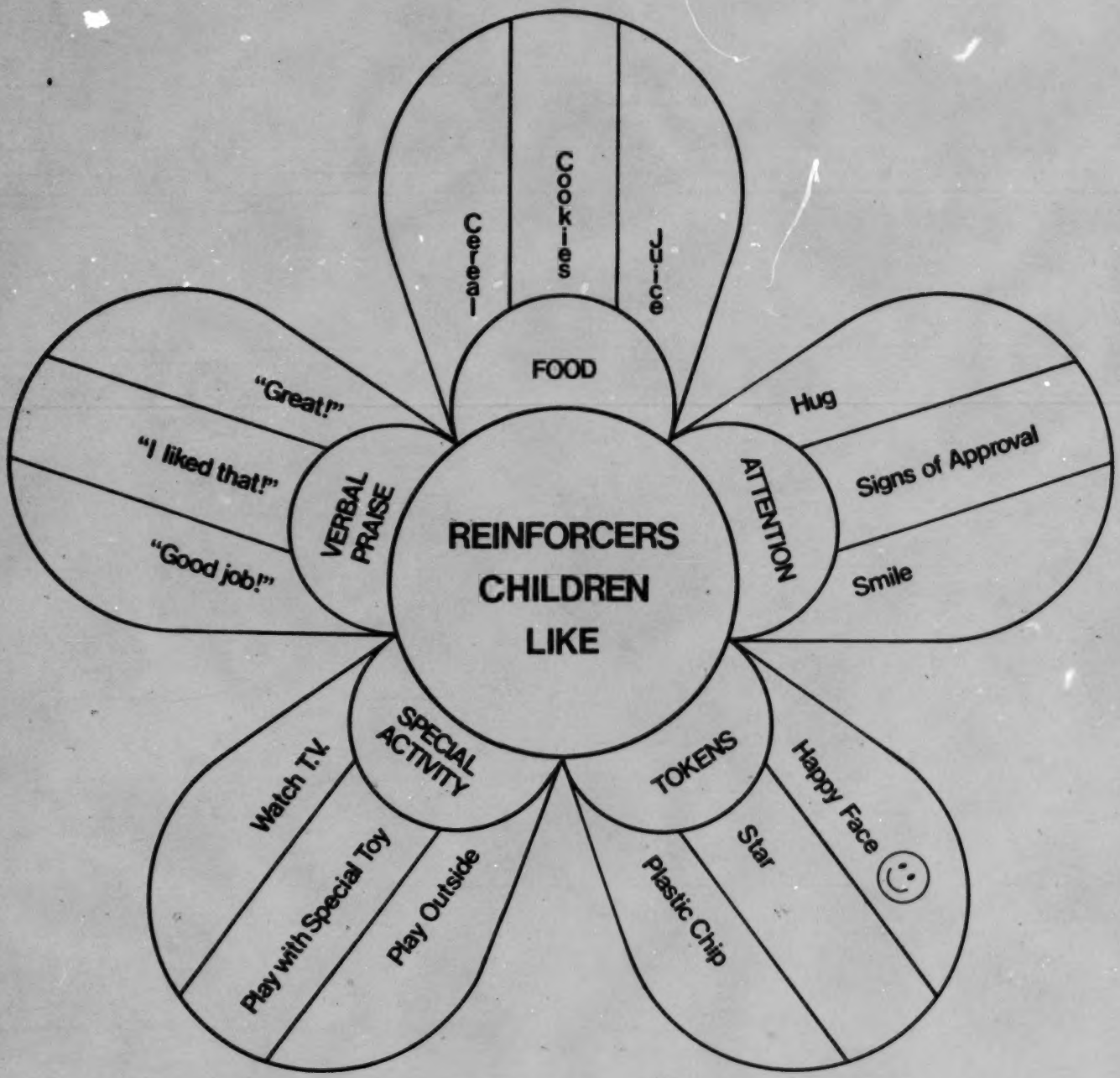
REINFORCERS CHILDREN LIKE
FOOD
Cereal
Cookies
Juice
VERBAL PRAISE
"Great!"
"I liked that!"
"Good job!"
ATTENTION
Hug
Signs of Approval
Smile
SPECIAL ACTIVITY
Watch T.V.
Play with Special Toy
Play Outside
TOKENS
Happy Face
Star
Plastic Chip

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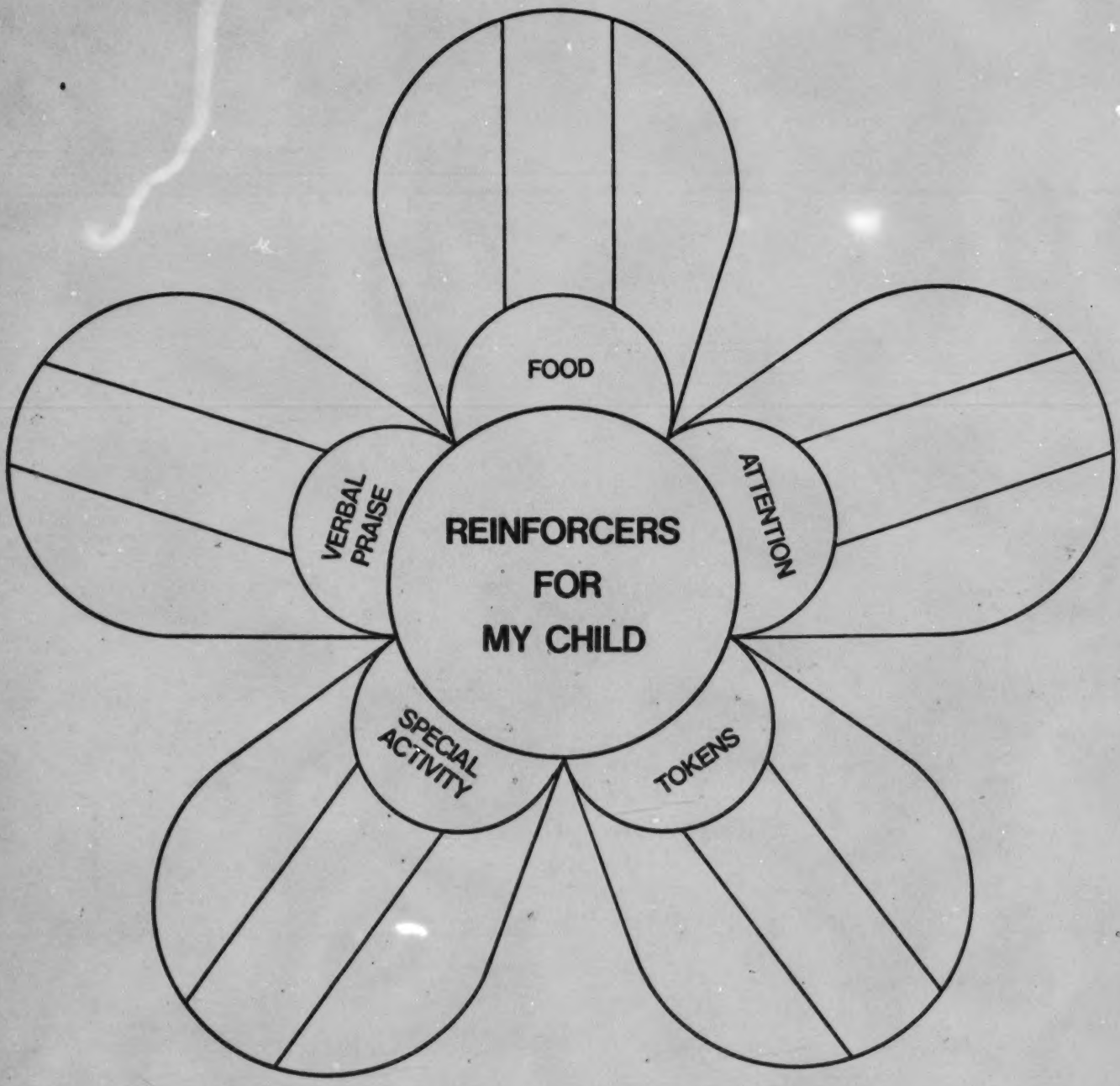
FOOD
VERBAL PRAISE
ATTENTION
REINFORCERS FOR MY CHILD
SPECIAL ACTIVITY
TOKENS

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Reinforcement Reponse Sheet

1. Billy is beginning to learn color names. His mother is using some Fruit Loops as reinforcers for naming the colors red and blue correctly.
   a. This is a new skill, how often should his mother give him a Fruit Loop for naming a color?_____.
   b. What should she remember to do when she gives him a Fruit Loop?_____
2. Mary learned to put her coat on by herself a month ago. Mary's mom and dad praise her and tell her they like the way she puts her coat on by herself each time she does it. Now that the behavior is learned, how often should her parents reinforce her?_____.
3. Claire, who is three, has started to get out of bed during the night and get in bed with her parents. They don't like this and want to teach her not to do it. Usually one of them gets up and puts her in her own bed. Sometimes, when they're both tired and don't feel like getting out of bed, they let her stay. Tell why you think Claire continues to get into their bed at night_____

   What could they do differently?_____
4. Sarah's mother taught her to put her pajamas in the wash basket by using little animal stickers as reinforcers. When Sarah put them in the basket, her mother would say, "Here." and hand her the sticker. Sarah's mother wants to stop using the stickers, but everytime she stops, Sarah leaves her pajamas on the floor. What do you think Sarah's mother could do?_____
5. Whenever Mike clears his place at the table and puts his dishes on the counter his mother says, "Mike, you're such a good little boy!"

   Is this a good way to praise him?_____

   If not, what could she say instead?_____

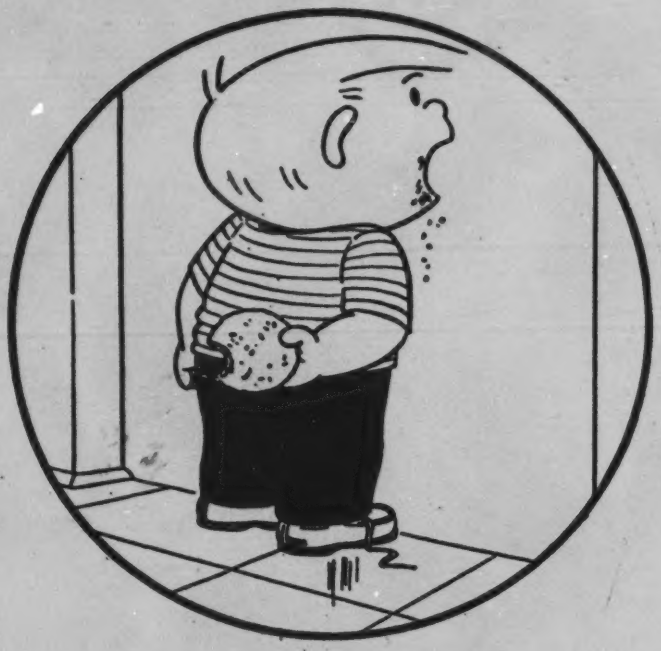
   Why?_____
6. Choose a **new** behavior that you could teach your child.

   What would you use as a reinforcer at first? How often would you give it._____

   How would you change your reinforcer (type and how often given) as your child learned the skill?_____

HOW TO WEAKEN MISBEHAVIOR

One of the inescapable questions associated with being a parent is "*!@:ll*$, why does my kid do that?" The question is usually asked in a fit of rage or frustration as the child (a) bites his younger brother or sister, (b) swings from the light fixture, (c) snitches a cookie, (d) throws a temper tantrum, (e) pees in his pants, (g) etc (you can use your own experience and imagination!).



"May I have a cookie, Mommy?"

Although the specific reason your child might do any one of the above things may differ a little, there is almost without exception a payoff (reward) for behaving that way. The child is being reinforced in some manner by behaving inappropriately. Often it is difficult to discover what it is that is reinforcing the behavior. In many cases the reinforcer is something that on the surface seems to be unpleasant, like being yelled at or getting a spanking. However, even when the parent's reaction seems unpleasant (like scolding or spanking) the child could be reinforced for his misbehavior by the attention he receives from the parent.

Attention is perhaps *the* most powerful reward for children. Kids love attention. If a child receives attention for doing the correct thing, then he is likely to perform that behavior again. For example, if the child gets a lot of attention (praise, hug, pat-on-the-back) for picking up his toys or clearing off the table, then these behaviors are more likely to continue. If the parents ignore the child when the toys are picked up then the child is less likely to pick them up the next time. Pretty soon he needs a lot of reminders from the parents, and the parents find themselves doing a lot of nagging, scolding, yelling, and perhaps spanking.

how to weaken misbehavior

Just as attention can serve to reinforce good behavior, it can also serve to reinforce misbehavior. Parents sometimes find themselves reinforcing misbehavior without really realizing what they are doing. A common example would be when the parents laugh at their young child when he (she) does something unexpected and therefore "cute" such as belching out loud at the dinner table or running naked from the bathtub. If parents laugh or somehow pay positive attention to these behaviors, the child will undoubtedly repeat them. What typically happens is that the parents get tired of the behavior and tell the child: (a) "OK, it's not funny anymore.", (b) "Once is enough.", (c) "Stop it!"

Another common example of parents reinforcing misbehavior without realizing it, is when the parents ignore the child's good behavior and only pay attention to the misbehavior by scolding or spanking. Because the child gets attention only when he misbehaves and because attention is such a powerful reinforcer for children, the child will often repeat the misbehavior in order to get the negative attention (scolding and spanking). Negative attention can be a powerful reinforcer, especially in cases where positive attention is lacking or missing.

Once parents realize that attention, either positive or negative, is a powerful reinforcer for their children, they can begin to use their attention selectively to either weaken misbehavior or strengthen appropriate behavior. Some rules to follow are:

1. **Ignore behavior you want to weaken.** Withdrawing your attention from the child's inappropriate behavior will gradually weaken the behavior. If you ignore the misbehavior, then the child is not being reinforced by attention, and behavior that is not reinforced soon drops out.

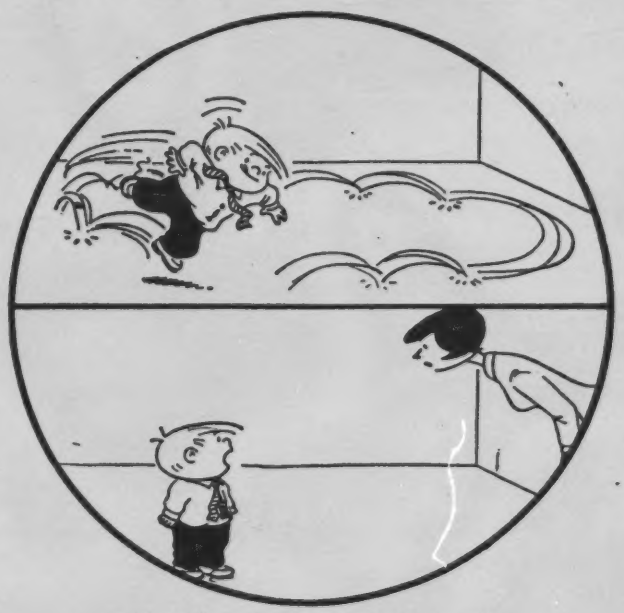
2. **Be consistent.** Once you decide that you will ignore certain behaviors, it is highly important that you consistently ignore them. If sometimes you ignore the behavior and sometimes scold or spank, then the effect will be to increase or strengthen the misbehavior. In order to be consistent, you may have to get the help of your husband or wife, the older children in the family, and perhaps relatives and neighbors. They will also have to ignore the misbehavior if it is going to be weakened.

Often when you first start to ignore misbehavior that particular behavior will get worse before it gets better. This is because the child has in the past been reinforced for misbehavior and will try harder with the old behavior in order to get attention. Adults frequently do the same thing. For example, when mechanical objects aren't working people try harder and harder with what has worked for them in the past before they look to see what could be the matter. (Actually some adults never reach this point as they break the object before they ever look to see what the problem was.).

When you ignore misbehavior expect it to get a little worse before it starts to get better. Actually, it's a good sign! It means that attention was the reinforcer and that you're on the right track. It also means that you are going to have to be patient and consistently ignore the misbehavior. The child will "test" you by misbehaving more, and you will become frustrated and may even feel like striking back. If you start feeling this way, then you should walk out of the room, go outside, or anything else, but **don't pay attention to the misbehavior.**

3. **Catch them being good.** Pay attention to your children when they're behaving appropriately. Too often we find ourselves in the position of paying attention to our children only when they are misbehaving; we ignore the kids when they are playing quietly, picking up after themselves, etc. We should be doing just the opposite; pay attention to their good behavior and ignore the misbehavior. This sometimes is hard to remember. Have you ever said to yourself when your kids are playing quietly, "They are playing so nicely, I better leave them alone!" Or have you thought, "It's really nice to have a little peace and quiet around here for a change!" This may be the perfect time to go in and say "Gee, I really like the way you're playing quietly.", and perhaps stay with the child for a few minutes as a reinforcer. This will make the child feel good and will increase the chances of his playing quietly in the future.

4. **Avoid Commercials.** Many of us get in the habit of giving our kids "commercials" to behave better. An example of a commercial might be "Why can't you behave; you know how upset Mommy gets when you do that!" These commercials do no good and often serve to reinforce the inappropriate behavior by paying undue attention to it.



"Do I have to have a reason?"

5. **Tell your child what you want him to do, don't ask him if he will do it.** There are times when it is good to give your child a choice to teach him to make decisions. You might ask him "Do you want a popsicle?" or "Do you want a red one or a green one?" Sometimes though, parents give

children a choice when none is intended. When a child is misbehaving a request (a question) should not be used. "Will you stop it?" is a request because it is a question. This type of question can be answered with either a yes or a no. "Stop it!" is a command (a statement). A command specifies the desired behavior, a request does not. Commands do not have to be given in a gruff voice and they can include words like "please" and "I would appreciate it, if ...". Depending on the behavior and the circumstances you may or may not choose to include these words. Remember to use a request only if **you will accept your child's decision.** If you don't want your child to continue with misbehavior or you definitely want something done, use a command.

"I'm coming up there during the next commercial!"

6. **Only give commands to your child when you will follow through on them.** At times parents complain that it seems as though they're giving more and more directions and their children are carrying out fewer and fewer of them. It's easy to get into the habit of giving lots of directions to your child and then not following through. Children quickly learn how to tell when you mean business. They know when they can ignore you and when they can expect you to make sure they do something. It might be the third time you say it, when you say "Timothy" instead of "Timmy" or when your voice becomes a shriek. If you're talking on the telephone or are in the bathroom with the door closed they know you're not too likely to enforce what you're saying.

Teach your children to comply with your commands by giving directions only once and then following it up with action. Don't make threats or give directions and not enforce them. You will only be expending energy, lowering your credibility and teaching your children to ignore you at least up to a point. Don't give the direction if it's not important enough that you would make sure your child does it.

7. **Use a mild punisher for behavior you can't ignore.** There are a number of misbehaviors which parents simply cannot ignore and must try to stop quickly. Examples of this include playing with knives or matches, running into the street, hitting younger brother or sister over the head with a heavy object, and so forth. In such cases, parents need to administer some form of punishment such as spanking, firm physical restraint, or scolding. These forms of mild punishment will probably eliminate the misbehavior quickly, at least for a while.

Effective punishment is used **consistently, is given immediately after the misbehavior,** and is **varied** so the child does not get used to one particular form of punishment. The longer the delay between the misbehavior and the punishment, the less effective is the punishment. If a delay is unavoidable, then you should remind the child of the reason he is being punished before you punish him. Also, if you only give one type of punishment (such as scolding) the child soon becomes used to this and the punishment becomes ineffective; you should change the kinds of punishers you use.

Although punishment can eliminate misbehavior quickly, it has some definite drawbacks. First, punishment tells the child **what not to do,** it does not tell the child **what to do.** Therefore, whenever you use punishment, you should also at some time tell the child how he should have behaved in that situation. You may even want to model the appropriate behavior for the child and then have him model for you. Second, punishment may have negative side effects such as making the child fearful of the parent (s) who administer the punishment, or serve as a model for aggression making the child more likely to hit others, become a bully, etc. Third, punishment in the long run tends to be ineffective if used without reinforcing the child's good behavior. The child soon learns that this is the only way in which he can receive attention and he may misbehave more frequently in order to get some attention, even if it's negative attention in the form of spanking or scolding. This is part of the **Punishment Trap.** Because punishment eliminates the misbehavior right away, it is reinforcing to the parents and the parents then tend to use it again. However, the more the parents use punishment, the less effective it is likely to be, especially if this is the only form of attention the child receives. In order to avoid the punishment trap, parents should pay attention to the child's good behavior and reinforce it. They should also try to ignore most of the misbehavior and use mild punishment for those few behaviors they cannot ignore. The key, however, is to catch the child being good so that these appropriate behaviors increase. Then the parent is not forced to ignore or punish as much. If you need to ignore or punish, be patient, systematic, and consistent. Since the misbehavior was not learned overnight, we cannot expect to change it overnight.

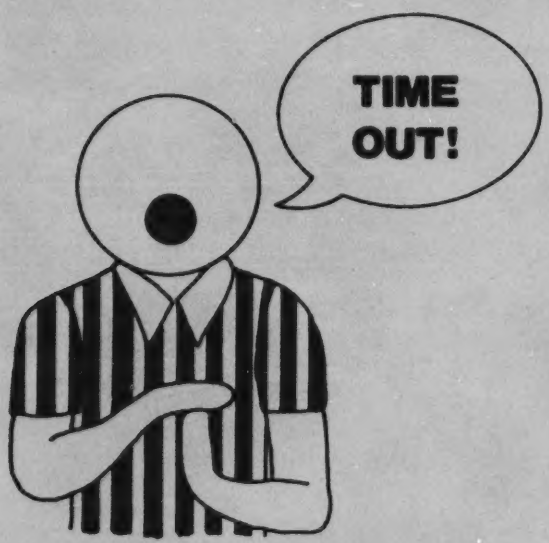
Behavior I Want to Ignore

"Mommy! Billy used a four-legged word!"

Behavior I Want To Reinforce

TIME OUT

As a parent you've undoubtedly discovered that there are some misbehaviors that you simply cannot ignore. Having your hair pulled, getting kicked in the shins, or having your child tantrum in the middle of the kitchen, are misbehaviors that most parents would find impossible to ignore consistently. What do you do when your child behaves in this fashion?



An effective form of mild punishment you can use in such situations is a technique called **Time Out.** Time out means removing the child from the situation in which he is receiving reinforcement for misbehaving. Quite often, a child will continue to misbehave because he receives attention for misbehavior. The attention can be negative such as scolding, yelling, or spanking from the parent. The attention can also be positive such as laughing, smiling, or playfully mocking the child's behavior. As you learned in the handout *How to Weaken Misbehavior*, attention is a very powerful reinforcer for children and it can maintain misbehavior. In order to change misbehavior, the sources of reinforcement must be removed from the child (ignoring), the child must pay a penalty for his misbehavior (response cost), or the child must be removed from the source of the reinforcement (Time Out). If neither ignoring the child's misbehavior nor a response cost system would be effective, then perhaps a Time Out system should be considered. Because Time Out is punishment, and because it needs to be consistently applied when it is used, you should have help from an experienced person when initially setting up and using the system. Once you've learned the techniques, you can continue the program without outside help.

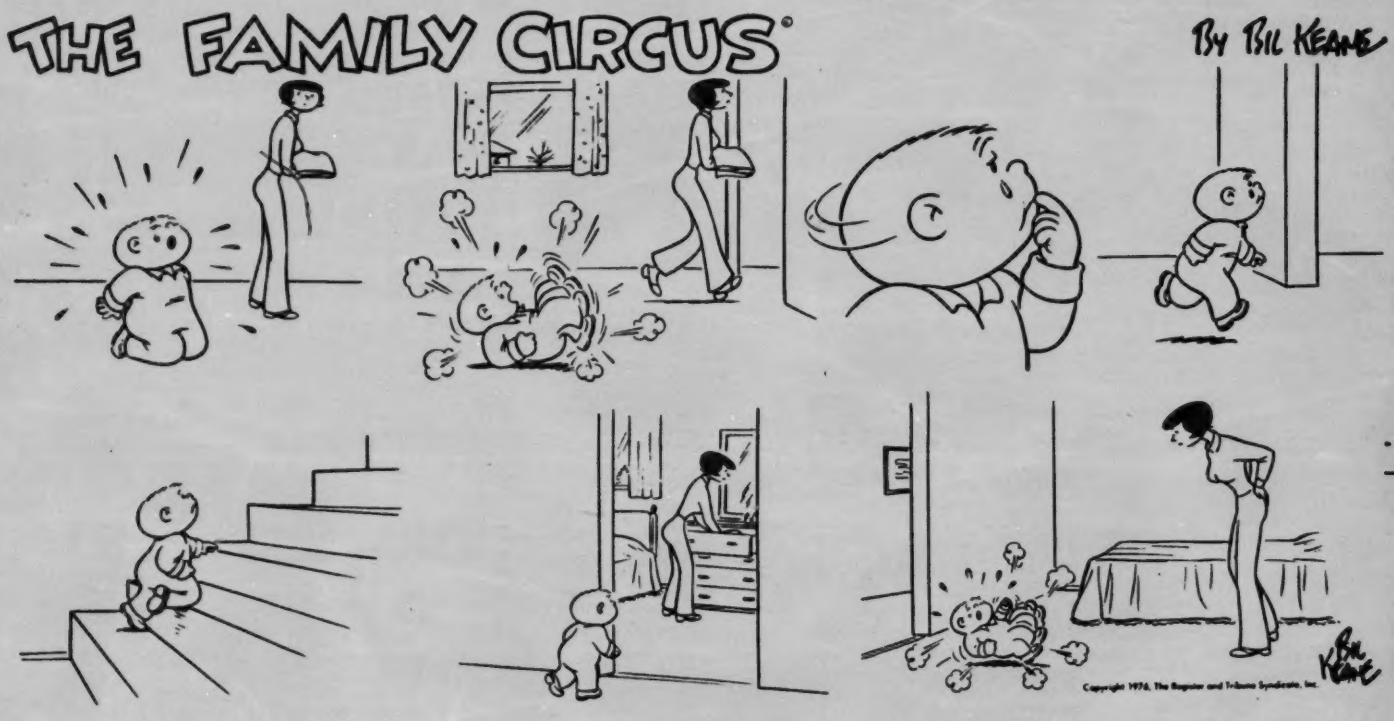
Time out can be used in one of two ways: (1) the parents can remove themselves from the child when he is misbehaving, or (2) the parents can remove the child from the reinforcing situation and place him in the isolated, Time Out area. When you time yourselves out (remove yourselves from your child's misbehavior), you are actually using a more drastic

time out

form of ignoring the misbehavior. Instructors (and parents!) have frequently used this form of Time Out when they put their head down on the table, ignore the child, and refuse to work with the child until the inappropriate behavior stops. Often this is enough to get the child to stop his misbehavior so that the instruction can continue. Parents have also timed themselves out by leaving the room when the child begins to misbehave. This technique is useful if the child is in the habit of throwing himself on the floor, kicking and screaming, when he doesn't get his way. As you might have guessed, few of the world's great entertainers continue their acts if they don't have an audience!

3. Once you've recorded these behaviors for a few days, you can begin the **third** step which is to carefully **explain to your child what Time Out is** and what behaviors will result in Time Out. You may have to walk your child through the Time Out procedure for him to understand it. If your child would not understand a verbal explanation, then you may have to physically guide him through the procedure.

4. The **fourth** step is to **consistently** give the child a Time Out each and every time he performs the behavior. Once you start using the system it is crucial to use it consistently. If you do not give a Time Out when he misbehaves, you may



The second form of Time Out, where the child is removed from the situation and placed in an isolated area, is used for those inappropirate behaviors that cannot be ignored (hitting, kicking, throwing objects, etc.) or that have not been eliminated by ignoring or a response cost system.

Steps to Take

I. The **first** step to take in setting up a Time Out system is to **identify and select the behavior(s)** that will result in the child being sent to the Time Out area. These behaviors need to be observable and need to be specified so that there is no confusion as to whether an act should result in Time Out or not.

2. The **second** step is to **record the number of times** the child misbehaves **before** you start using Time Out. As you know, this is called taking baseline and it helps you decide how effectively the Time Out procedure is working after you start using it.

be reinforcing the misbehavior and this will only make it harder to eliminate it in the future.

5. The **fifth** step is to **continue recording** the number of times your child misbehaves so you can tell if Time Out was successful in stopping the misbehavior.

Rules to Remember:

I. The Time Out area should be a fairly isolated area where the child can spend a short period of time **without reinforcement.** Sending a child to his room for Time Out may not work as he may have a large assortment of reinforcers to choose from such as toys, books, looking out the window, etc. Some parents have used the bathroom as a Time Out area, or have sat the child down in a chair facing a corner of the room. Whatever area is chosen, it should be as free as possible of reinforcers for the child, **but it should not** be so isolated as to scare or harm him (locking him in a darkened closet). Time Out can be an effective procedure, but it must be used responsibly.

2. When your child first begins to perform one of the specified behaviors, you should **immediately** walk over to him and **give a short, matter-of-fact statement describing what he did and tell him he must take a Time Out.** If you give a long explanation or react in an angry, emotional manner you may be reinforcing the misbehavior by your attention. Statements such as: (I) "No, Johnny, we don't hit. You have to go to Time Out.", or (2) "No, Mary, we don't throw things. You must take a Time Out.", are best. You should also avoid using "commercials" to behave better such as "why can't you behave like your sister?" or "can't you ever do anything right?" Such statements may only serve to reinforce the child through the attention they give him (or knowing he finally got your goat).

3. **Your child should be placed in Time Out only for a 2-5 minute period, unless he continues to misbehave while in Time Out.** Short periods are best because they allow the child to come back to the situation, demonstrate the appropriate behavior and receive positive reinforcement for his actions. If you place your child in Time Out for a long period of time, he doesn't have the chance to behave appropriately. He might forget why he was being punished, or learn to reinforce himself in Time Out through play, imagining, or even sleeping. Many parents have found it helpful to use an egg timer or an oven timer to signal them when the Time Out is over, and keep them from leaving the child in Time Out too long.

4. **If your child continues to misbehave** while in the Time Out area, you should **extend the normal Time Out** until a couple of minutes **after** he has quieted down. If you let your child out of Time Out before he is through misbehaving, you may be reinforcing his misbehavior! By waiting *a few minutes after* he is through misbehaving, you reinforce his being quiet. You also lessen the chance of letting him out of Time Out just as he is catching his breath for the next round of crying and fussing.

5. Once you begin to use Time Out, you should be prepared to see an *increase* in misbehavior before it starts to decrease. This sometimes happens when children have received lots of attention for misbehavior and then suddenly the attention is removed. They are simply trying harder with the old behavior to get the attention they want. Don't be discouraged if this happens because things will probably get better soon if you remain consistent. You should also be prepared to leave your child in the Time Out area a long time initially. It will take a while before he learns that the sooner he quiets down the sooner he can get out of Time Out.

6. Finally, it is important to remember that Time Out, like all forms of punishment, only tells the child *what not to do.* It does not tell him *what to do.* By your modeling, teaching, and use of positive reinforcement, you can let your child know how to behave appropriately, making family living more pleasant for everyone. Catch them being good!

TIME OUT RESPONSE SHEET

1. Please read the following list of behaviors and decide what you would do if your child engaged in the behavior. Put a **P** by those behaviors for which you would time yourself out and a **C** by those behaviors for which you would put your child into a Time Out area.

_____ Says "no" and won't work on activities.

_____ Hits a brother or sister repeatedly with heavy object.

_____ Empties all canned goods from cupboard when angry.

_____ Says a four letter word.

_____ Keeps laughing and being silly while working.

_____ Smashes flower pots intentionally.

2. If you were explaining how to use Time Out to your friends, tell what **steps** you would tell them to take.

1. _____
2. _____
3. _____
4. _____
5. _____

3. The following examples show cases where Time Out is not being used correctly. If you were to correct these situations, which Time Out rule would you remind the person of. The rules are stated on pages 34 and 35 of **Time Out.**

a.) Rule #_____
Tommy has been placed in a Time Out area because he had a temper tantrum. After 5 minutes he is let out of the room, but he is still screaming and crying.

b.) Rule #_____
Marcie has been given Time Out three times today. This is the first day her mom has used it. The first time she cried for 10 minutes, the second time 15 minutes and the third time 9 minutes. Marcie's mom has decided that Time Out doesn't work.

c.) Rule #_____
Connie's parents have decided to use Time Out to control her fighting. They have a large lighted closet where they keep books and toys they no longer use. They decided to use this as a Time Out area.

d.) Rule #_____
Brian has just hit his sister. His parents are using Time Out to stop this behavior. On the way to Time Out his father says, "Brian, why do you always do that? Don't you know that if you didn't hit you wouldn't have to go to Time Out. She never hits you, why can't you learn to behave. If you don't stop . . . .

Time Out Chart

Steps to Take:

1) Select the target behavior(s)
2) Take baseline on the misbehavior(s)
3) Explain or role play Time Out
4) Give a Time Out for each misbehavior
5) Continue recording
6) Be consistent

Remember:

1) Time Out area should not be reinforcing
2) Be matter-of-fact in giving Time Out
3) Time Out should only last 2 to 5 minutes
4) Wait until the misbehavior stops before letting child out of Time Out.
5) There *may* be an initial increase in the misbehavior, but it will get better
6) Catch him being good!

Target Behavior(s):

_____

_____

_____

_____

Time Out Area:

_____

_____

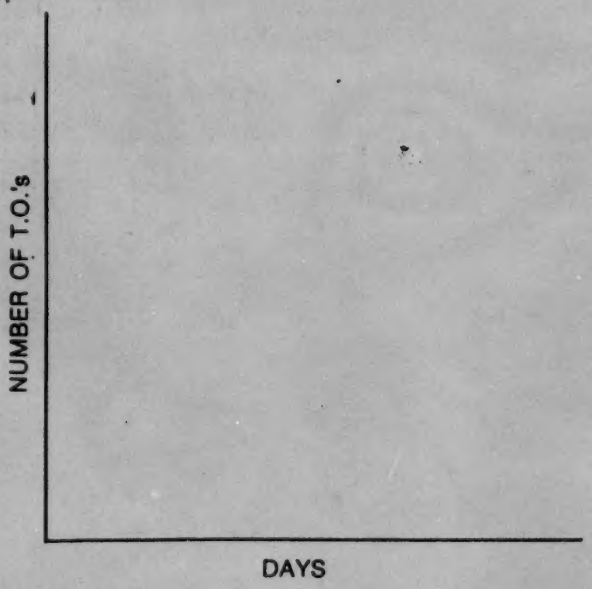
_____

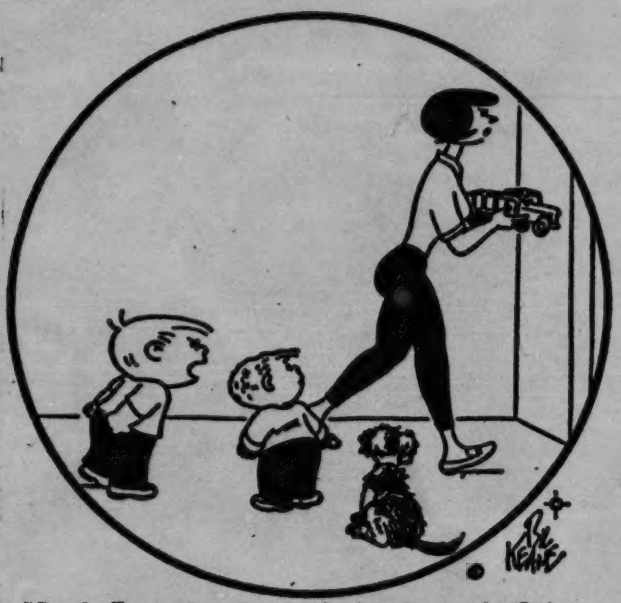
_____

Number of Minutes for T.O.

_____

_____





"See? Everytime I say I had it first an' YOU say YOU had it first, Mommy's the one that gets it."

Does the scene in the cartoon seem familiar to you? Maybe you have handled some of your child's misbehavior in the same way. If you have ever put away a toy your children couldn't share or taken away a straw because he was blowing bubbles in his pop instead of drinking it, you have used a Response Cost system. Response Cost means fining your child for misbehaving (just as we get a fine for a parking meter violation!). Your parents may have used the same system with you, too. Did you ever have to stay home on Saturday night because you didn't come home on time Friday night? These are examples of the use of Response Cost on a "one shot" basis. Removing a reinforcing object (toy) or event (privileges) can be an effective way of controlling behaviors which do not occur several times daily. When such behaviors do occur you can intervene in the above way.

When evaluating misbehaviors, two things are taken into account. One is how undesirable the behavior itself is and the other is how often it happens. Most children do hit, kick, tease, and take toys from others on occasion. As a parent, you don't view a single instance of teasing as a major offense. However, if it happens ten or twenty times daily you look at it differently. A structured form of a Response Cost program can control these behaviors when they are happening frequently. One parent had a problem like this with her son, Robby. He was continually interrupting his younger sister's play by taking away toys and teasing her. At first the instructor and parent tried to ignore this behavior and give

response cost

him alot of praise and attention when he played well with his younger sister. This did not change the behavior. In fact, Robby was teasing more often. It got to the point where the parents could no longer ignore it. It became time consuming for them to intervene during these scenes.

Robby's instructor and mother consequently devloped the following response cost system to eliminate this behavior. As soon as Robby got out of bed in the morning his mother gave him a little draw string bag with two poker chips in it. She also showed him that she had a similar bag that held a large number of poker chips. She explained to him that she was going to be watching him all day to see if he could do some special things. She told him she wanted to see him (1) sharing with his sister, (2) not interrupting her play, and (3) not taking her toys away. She also told him that whenever he did one of these three things she would give him one chip. She explained that at the end of the day she would count his chips and depending on how many he had, he would be able to buy some prizes that he had been shown. In order to keep his chips during the day, he would have to stop teasing his sister. Each time he teased, she would have to take away one of his chips.

The program turned out to be very successful. As his behavior improved, the parent increased the number of chips required to buy a prize. Eventually, the parent stopped using poker chips and prizes and the child refrained from teasing with the use of verbal praise alone.

This example of one parent's use of a Response Cost system illustrates several important points. First, Response Cost can effectively control undesired behaviors. However, because it is a form of punishment, it should be used seldom and some special rules should be followed.

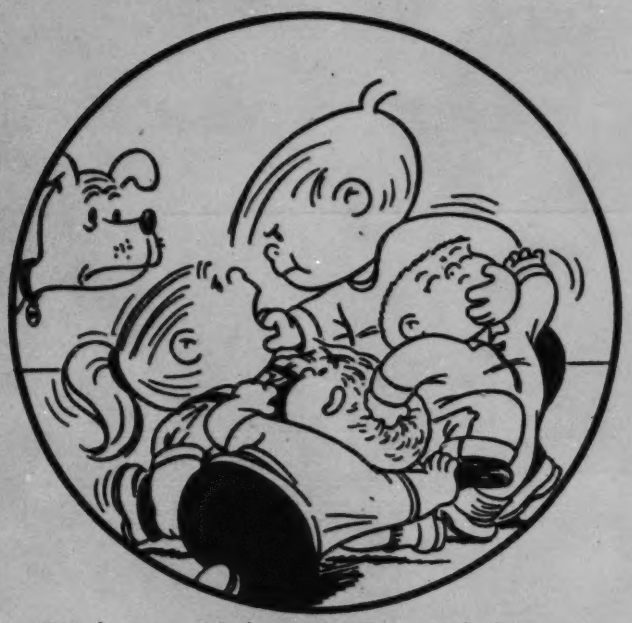
1. **You must be in a position to remove a reinforcer from your child!** The reinforcer must also be easy to remove. You can't take back the treats they have already eaten, but you can remove toys or tokens. As in the example with Robby, tokens worked well because they could easily be given and removed. Tokens provided Robby with many opportunities to gradually earn back (and be positively reinforced) the toy or whatever he had lost. Simply taking away a truck for a week may not be effective. The children may soon forget that they ever had one or why they can't play with it. Tokens serve as a reminder to you to reinforce appropriate behavior and to the children to behave in a specific way.

2. **The children must be able to demonstrate the desirable behavior in the situations where they are presently misbehaving.** You don't want to punish your child for behaving in a particular way when he does not know how to respond appropriately. For example, before you would use Response Cost to punish teasing and hitting, you would want to have seen your child play cooperatively with the other child. In some cases, the desired behavior may need to be taught. You will have to accept and reinforce small steps toward the goal. You may need to set a low criterion initially and gradually increase the demand for better behavior. Your child needs to get positive reinforcement for small steps in learning a new skill. Learning to share and play cooperatively with other children is a skill, too. You may need to "prime the pump" by giving the child several tokens at the beginning of the program for each correct response. As the child learns the new behavior and demonstrates it more frequently you can reduce the number of tokens given for each occurrence.

"How many minutes do I have to play with Jeffy without fighting before I'm allowed to watch TV again?"

3. **Once you have decided on a program you need to explain it to your child.** He has to know what he must do to earn tokens as well as how he will lose them.

4. **The fine you establish must be reasonable.** For example, if Robby had lost all his chips for a single occurrence of teasing he would have had little incentive to keep working. Whenever possible the fine should be closely related to the behavior. Putting a child's tricycle away for a few days is a natural consequence for leaving it in the street. The child can reason, "If I don't take care of my trike I won't be able to ride it." Not being able to go to Grandma's because of leaving the trike in the street does not provide a natural consequence for the behavior.



"We better not fight 'cause there might be something on TV tonight we want to watch!"

5. **Whenever you punish a behavior you must also reinforce your child when he demonstates the appropriate behavior.** Remember, punishment alone **stops** a behavior, it doesn't **replace** it with a more desirable one. Therefore, you have to try to catch your child being good at the same time your are punishing misbehavior.

Tokens can often help you to remember to reinforce your child. It is easy to get involved in your daily routines and forget to reinforce your child when he is not creating a disturbance. However,if you have a bag of chips rattling around in your back pocket you are more likly to remember to "spend" them as reinforcers. You could set a goal for yourself of having to use 25 tokens to reward your child for being good during a single day. With a Reponse Cost system you are forced to catch your child being good. In order to stop the undesirable behvior, we have to reward the child when it does not occur. Therefore, each time a chip is removed an opportunity to give one to the child must be found.

Your child may not be using any behaviors right now that would require the use of formal system like this. However, there are probably times when you could use this system. For example, when the kids fight over a toy you could remove the toy. You don't have to decide who was right or wrong then, you just let both of them know that you won't stand for the fighting. When using Response Cost in this way, it is important to make sure that the fine is closely related to the behavior. Preschool children don't always understand that not going to the park or grandma's has anything to do with fighting. However, the idea that "We don't get to play with the sandpail if we fight over it," is easier for them to understand.

Response Sheet

1. Name a behavior of your child's that you can change with a Response Cost program. _____
   _____
2. What would you use as tokens?_____
3. For what behavior would you "fine" your child?_____
   _____
4. For what behavior would you give a token?_____
   _____
5. What would you let your child "buy" as a reward with the tokens? _____
   _____
6. How would you change the reinforcement used as the child's behavior improved?_____
   _____
   _____
7. How might you use Response Cost on a "one shot" basis?_____
   _____

FAMILY INVOLVEMENT

Your whole family can help your child learn! Undoubtedly your child has already learned a new task or expression from you or other family members. Perhaps your child has recently learned to make his bed or answer the telephone. Whatever it is, it is probably something he has picked up from you or other members of your family. Your child may even have learned something you wish he hadn't, such as yelling at the dog, swearing, or jumping on his bed. We do not intend to teach our children poor behaviors, but sometimes this happens either because we have modeled it (let our children see us do it) ourselves or because we have given our child attention when he did it. We know that children like attention and each person in your family is a source of attention. If this attention is used appropriately, it can enhance any educational goal you may choose for your child. You can help your family give appropriate attention to your child if you:

1) **Encourage all family members to pay attention to your child when he does something you want him to do.** Your child will soon learn that you like what he is doing and will probably do it again. Praise your child for remembering to feed his pet each time he does and he will be more likely to continue feeding it in the future.

2) **Discourage your family from paying attention to your child when he does something undesirable** (something you don't want him to do). He will learn that he can't get attention for these behaviors and will be more likely to do things that bring attention. By ignoring your child when he uses swear words, he will learn that using them does not bring him any attention from you and other family members and should soon stop using them.

Family members are also important in maintaining consistency of goals and management concerning our children. Consistency, (doing something the same way all of the time), is extremely important. If you knit or crochet, you know how important it is to be consistent with the size of each stitch. If the stitches are not the same size, it will affect the appearance of what you are making. You need to be consistent from day to day with the way you knit so all of the rows of stitches look the same. We must be consistent with our children from day to day this same way. We need to enforce household rules, ignore poor behavior, and reinforce good behavior the same way from one day to the next. Not only do we need to do this, but so does our whole family (parents, grandparents, and older brothers and sisters). If the whole family does not enforce rules or manage behavior consistently (the same), it will not take a child long to learn which parent or grandparent will let him get away with something.

When you were dating, did each of your parents have different rules about who you went with, where you went, and what time you had to be home? If your father was more likely to give you a better deal, you probably asked him for approval rather than your mother because you knew you had a better chance of being able to go. If both parents agree and enforce rules the same, it will not make any difference who is,

family involvement

with the child or from whom the child asks for something. The answer will always be the same.

The following example shows the importance of consistency among family members:

Mrs. Smith had a 4-year old daughter who cried every night when she was put to bed. Her mother would ignore Jane for 5 minutes, then go into Jane's room and plead with her to stop crying. Jane cried even louder each time her mom came into the room. Mrs. Smith became so frustrated with her daughter's crying that she finally asked for advice from a friend of hers who was a teacher. Her friend told Mrs. Smith to ignore Jane's crying no matter how loud or long it continued. Jane cried for 15 minutes the first night Mrs. Smith tried this. After 3 nights of being ignored, Jane was only crying for 8 minutes after being put to bed. One week later Jane only whimpered slightly at bed time. Mrs. Smith was very happy. Ignoring Jane's crying had really helped it to stop.

Then Jane went to visit her aunt for one week. When Jane returned home and was put to bed for the first night, she cried and cried for 20 minutes. Mrs. Smith continued to ignore the crying as she had before, but wondered what had happened to make Jane cry so much more.

What do you think happened?

The first night when Jane was put to bed at her aunt's house, she began crying. Her aunt immediately came running into the room. This continued all week. Each time Jane cried, she received attention for doing so. When Jane returned home she continued crying as she had before. Mrs. Smith eventually was able to stop the crying behavior, but it could have been controlled much sooner if the aunt had been told how to handle the situation.

"Mommy says we can't have any. Let's ask Grandma!"

Have your children ever come home "spoiled" after spending a few days at Grandma's? Consistent goals and rule enforcement by all family members can help eliminate this problem.

Increasing Family Involvement

We have seen how proper family involvement can aid a child in learning and help manage his behavior. If your family is not actively involved with your child now, don't be discouraged if it takes more time to achieve this than you thought it would. Just as we concentrate on small steps when teaching your child, we may need to do the same when involving your family.

The first person that needs to become involved besides yourself is your spouse. Some suggestions for involving him are:

1. **Discuss with your spouse what has been happening with your child during home visits.** Use this handout and other appropriate ones to aid in discussing problems or areas of concern. Help him become aware of what you and the instructor have been working on. Encourage him to spend some reinforcing time together with your child playing ball, bean bag toss, or a game of tag.

2. **Involve your spouse in the teaching of a specific skill to your child.** Begin with something your spouse will be at ease with - pounding nails, painting, or perhaps rowing a boat. Gradually move to teaching skills that may not be as rewarding in themselves, such as counting, brushing teeth, naming colors. Since dad is probably away all day at work, the attention received from him at the end of the day can be extremely reinforcing to your child. Dad can be a powerful source of attention in this situation.

3. One of the best ways to keep your spouse interested and involved in your child's learning and development is to **discuss rule enforcement and determine goals together.** Because you have both spent time planning and talking about goals for your child you will be more likely to carry through with them. Have you ever helped plan a party, picnic, or family reunion? Often when we are included in planning an event it means more to us because we know some of our ideas are going to be used. We have a personal interest in the event because of our involvement. The same is true concerning our involvement with our children.

While planning for your child, you may discover that each of you has different priorities and objectives for him. That's ok. Talk them over and try to agree on management of behavior and goals for your child. Your instructor may be able to suggest some possibilities - but the final decision is yours and both of you need to agree with it.

4. **Brothers and sisters should also become involved** in helping your child learn. They can serve **as good models in addition to directly aiding the teaching process.** Encourage older children to pick up toys, keep their rooms neat, and to play appropriately with younger children. Use them to help teach specific skills such as catching a ball,

dressing, counting, repeating nursery rhymes. Reinforce older brothers and sisters for the time they are spending constructively with the young child.

5. Be sure to **inform relatives and babysitters of rule enforcement and behavior management** if they will have an opportunity to directly influence your child. Explain to them how important it is for everyone to be consistent. Reinforce them for their help.

An involved family unit reinforces the child by giving him attention and praise when deserved in addition to being consistent with rule enforcement. Appropriate reinforcement and consistency by *all* family members can help the child learn faster and easier.

Family Involvement Response Sheet

1. Mike, who is three, tantrums each time his parents leave the house when a babysitter comes. At first they would go back in and offer various rewards and try to comfort him. However, as soon as they would attempt to leave again, Mike would start to tantrum. Mike's instructor suggested that Mike's mother simply announce that she was leaving, say good-bye and then leave. She told her not to go back in regardless of what Mike did, as this gives him attention for his misbehavior. Mike's mother in turn told the babysitter what to do. She told her to get out some toys and start playing with them and not pay any attention to Mike until he stopped tantruming and joined her. Mike's mother has used this procedure a few times and Mike now only whimpers a little when his mother leaves. Mike's dad had been out of town when the procedure was established.

   What should mom tell dad about this?

   _____

   _____

   _____

   _____

   What could happen if she didn't?

   _____

   _____

   _____

   _____

   What effect would this have on Mike's behavior?

   _____

   _____

   _____

   _____

2. Tracy is learning to tell the use of various objects. The first week the instructor left an activity chart with broom, stove, towel, cup, and hammer. The second week the instructor wants Tracy to have many opportunities throughout the day to practice telling the function of objects. Here are some typical activities other family members do with Tracy. Write in some ways they could use these activities to help Tracy learn this skill.

MOTHER:	does dishes	1. 2.
	does laundry	1. 2.
FATHER:	works in garden	1. 2.
	building a doghouse	1. 2.
OLDER SISTER:	plays dolls	1. 2.
	plays school	1. 2.

3. Choose a skill your child is presently learning or is ready to learn.

   _____

   _____

   How could several members of your family provide opportunities to practice this skill?

   A. **Yourself** 1. _____
      2. _____

   B. **Your spouse** 1. _____
      2. _____

   C. **Another family member** 1. _____
      2. _____

ACTIVITY CHARTS

When planning to teach your child new skills or implement a program for behavior change it is important to plan all the details and then actually write them down. As you have more practice it probably will not be necessary to do this, but initially writing down your plan will help you to know that your strategy is complete (that it contains all the important points). It also provides convenient place to records the results of your program.

When planning and writing your teaching strategy include all of the following components:

1. State the target behavior that you will teach. Remember to include who is going to do it (child's name) what he's going to do, any help he will receive and how well he has to do it. Review *Selecting and Stating Target Behaviors* if you need a refresher on how to state target behaviors.
2. A chart for recording.
3. The symbols to be used for recording and what they mean.
4. Directions for teaching the behavior which include:
   a. place if it is importnt
   b. the materials to be used
   c. how to present the materials and get the child to respond
   d. what to do when the child performs correctly (reinforcer)
   e. what type of aid you will use as a correction procedure when the child cannot perform as stated in the target behavior
   f. how many times to practice each day

Directions should be brief, but include all of the above points. To complete the directions section of the chart you can refer to the following parent readings for guidelines.

Reinforcement
Modeling
Shaping
Aids to Use in Teaching
Correction
Materials

The activity charts your instructor has left can also be used as an example to work from. A blank chart is attached to the back of this for your use. The first chart can be used as a guide in writing it.

Happy Activity Chart Writing!

CREDIT: ____ yes ____ no

ACTIVITY CHART

Child's Name_____

Home Teacher's Name_____

Week of _____

What to Teach:

STATE A TARGET BEHAVIOR
(WHO, WILL DO WHAT, WITH WHAT
KIND OF HELP, HOW WELL)

What to Record:

SHOW THE SYMBOLS USED
TELL WHAT THEY MEAN

DAYS

Directions:

REMEMBER TO INCLUDE:1. PLACE TO WORK IF IT IS IMPORTANT
2. MATERIALS AND HOW THEY WILL BE USED
3. HOW TO PRESENT THE MATERIALS AND GET THE CHILD TO RESPOND
4. HOW TO REINFORCE THE CHILD WHEN HE RESPONDS CORRECTLY
5. WHAT TYPE OF AID TO USE AS A CORRECTION PROCEDURE
6. HOW MANY TIMES TO PRACTICE EACH DAY

WRITE IN DAYS OF THE WEEK

WRITE DOWN NUMBERS FOR RESPONSES

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CREDIT: ____ yes ____ no

ACTIVITY CHART

Child's Name _____

Home Teacher's Name _____

Week of _____

What to Teach:

What to Record:

DAYS

Directions:

The Portage Project

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MODELING

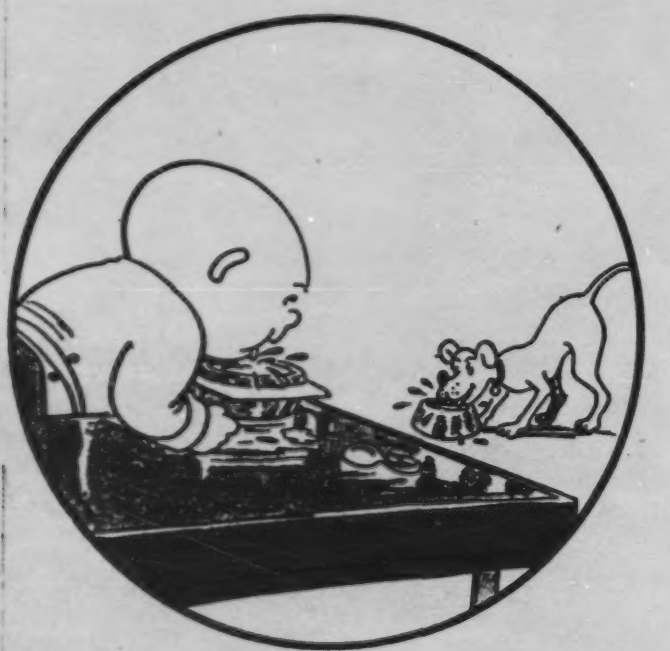
Have you ever tried to put something together using a set of instructions? Somehow the written directions even if accompanied by pictures, just don't seem as easy as having someone show you how to do it. Maybe you've called a friend to help you out in a minor emergency — like trying to put in one of those "invisible" zippers that don't go in as easily as they're supposed to or putting together a tricycle. What probably happened was that you went over so your friend could show you how to do it, because the spoken directions weren't enough. In fact, your friend may even have had difficulty trying to explain to you over the phone what to do. Learning to do something is considerably easier if someone shows you.

This is true for children as well as adults. When teaching them a new skill, we need to *show* them how to do it first. When you show someone how to do something, you are *modeling* the behavior for them. Modeling can be used in several ways when teaching. It can be used:

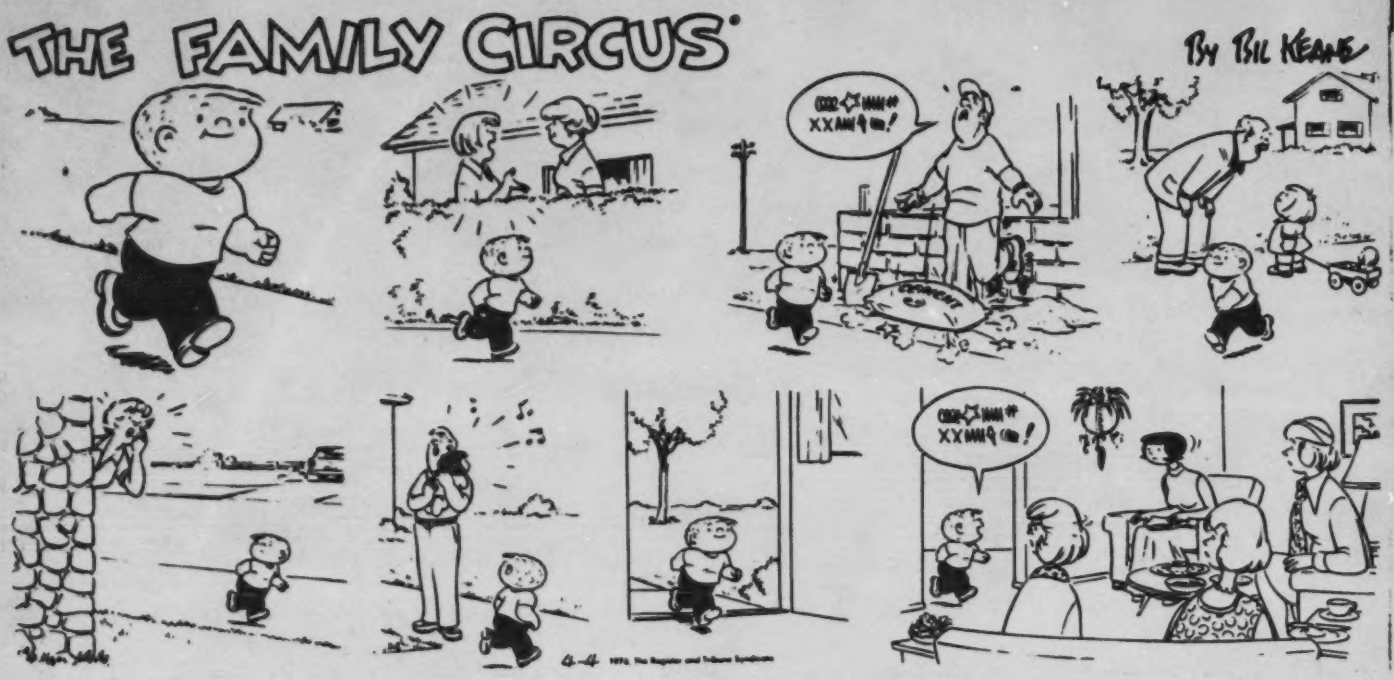
1) As a first step in learning a new skill.
2) Paired with a verbal direction to help clarify a task.
3) As a correction procedure to help the child learn the correct response after he has done it incorrectly.
4) By reinforcing the person who models a behavior to prompt your child to engage in the same behavior.

Before we discuss how we can use modeling in structured teaching situations, let's look at how modeling works in our daily lives when we don't even plan to use it.

Children imitate things that other people do; they model after someone else's behavior. Sometimes, as a parent, you may wonder why they'll imitate one thing and not another.



modeling



Model as an Initial Step in Teaching A New Task

We just don't know the answer to this question. Part of it is related to the fact that your child is an individual and the things that attract his attention may go unnoticed by another child. There are guidelines however, that can help explain which behaviors your child will be most likely to imitate.

IF: The person who models the behavior has a great deal of status in the child's opinion. He may want to wear a hat just like daddy's or get a shirt or shoes just like an older sister. Perhaps your child has a favorite friend down the block whose behavior he imitates.

IF: The child observes the person who models the behavior being reinforced for it. However, if he sees the behavior ignored or punished he will be less likely to imitate it. An older sister who gets praised for making her bed may serve as a model to a younger child. He will be just as likely to imitate tantrum behavior if he sees it reinforced by a parent giving in to it. A "good" behavior that is ignored by the parent is not very likely to be imitated. Likewise, the child is likely to imitate an inappropriate behavior that he sees being reinforced.

IF: Your child is reinforced for the behavior he imitates he will be more likely to continue to repeat it.

IF: Your child is directly instructed to imitate a behavior that has just been modeled he is more likely to do so.

"Mommy, how do you make an 'A' and a 'B'? I'm teaching PJ how to write."

Using modeling as the first step in teaching your child a new skill is very effective. Children (and adults) will be likely to learn a new task faster and more accurately if they have seen someone do it before or have had someone deliberately model the skill for them. If you think about it, you will see that

almost any new skill or task that you have acquired was learned by initially having a model to follow. This is true of driving a car, knitting, or golfing. We as parents and teachers will be more effective if we teach the initial step of a new skill using modeling. Suppose we want to teach our child a specific skill from the *Checklist*, such as shoetying. We could try to tell the child what it is that we want him to do (cross strings, make a knot, etc.) Chances are this would not be good enough and both parents and child would soon become frustrated. **Using modeling as the initial step** in teaching shoetying gives the child the best idea of what it is that he is to do. Once your child has mastered this initial step of following the model, you might remove the model and only give a pointing cue, verbal aid, or whatever else is appropriate for him to master the task.

As an initial step, you might model a behavior for several days before expecting a response from the child. For example, when teaching colors or words like big and little you could simply name colors for him or point out big and little objects. Children often need to hear the word many times in different situations to understand it's meaning. Remember, using modeling as the first step in teaching something new will give your child a good beginning toward mastering the skill.

Model Paired with Direction

Often we need to pair a model with verbal directions when instructing a child to do a task because the child may not respond to the directions alone. If a parent wants her child to build a tower of blocks, she might say "Let's build a tower with blocks", and at the same time show the child what you want done (modeling) in addition to telling him may be the extra help he needs in understanding the direction.

"You have to hold your mouth like this— the way Daddy does."

When a model is paired with a direction it is important to say the words at the same time you perform the behavior. If drawing a square, you will want to say "go down" when you are drawing the first line, "stop" when you stop and , "go across" as you do it. By doing this the child will associate those words with the behavior. Later, when you stop using a model and give only verbal cues he will better understand your direction.

Give your child a model of how to make something initially rather than just the finished product. Pictures of a circle or triangle to copy are models, but often the child needs to see the process of making the shape rather than just the finished product. If you've ever bought an unassembled gym set or piece of furniture that you had to put together you know that a picture of what it's supposed to look like without the directions of which pieces to join together is not very helpful. Remember to show the child how to perform a task as well as tell him. Say the directions *as you show him each step.*

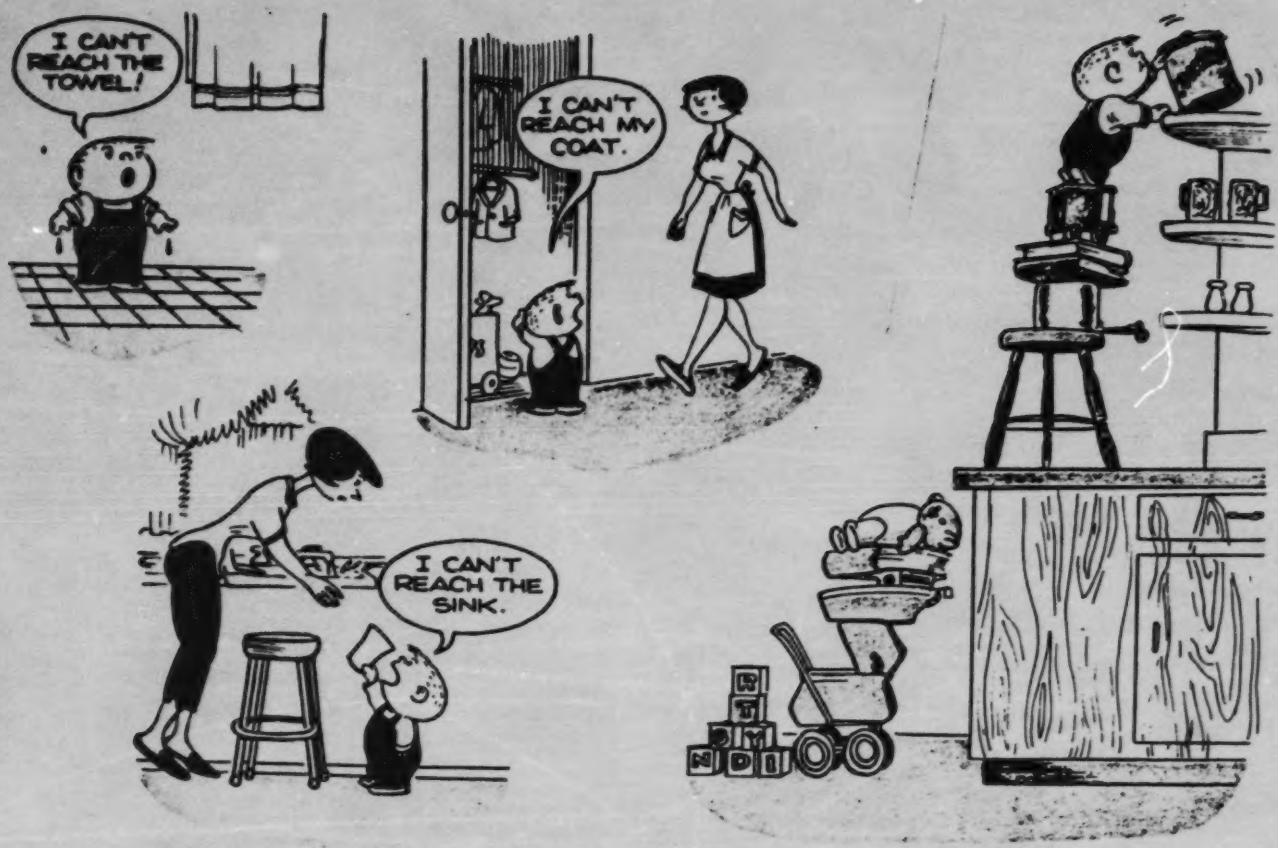
Modeling as a Correction Procedure

Modeling may also be used as a correction procedure. If a child responds incorrectly or inappropriately, we can model the correct or appropriate behavior that we are teaching. If your child is having difficulty staying within the lines while coloring, model how to color for him. Show him how to be careful when coloring near the lines. Show him what the picture can look like. Perhaps your child is now tying his shoes with verbal cues. Sometimes he ties how shoe correctly and other times he has difficulty. This is a good opportunity to use modeling as a correction procedure. Wait until he has difficulty, then show him what to do. When teaching your child to count he may often make mistakes like saying 1-2-3-5-6. You can use modeling as a correction procedure in this teaching task as well. Say to the child 1-2-3-4-5. Then it is important to have the child repeat the model a few times to practice the correct response: 3-4-5, 3-4-5, 3-4-5. By doing this repetition, the child has more trials saying the correct sequence of numbers rather than the incorrect.

Modeling as a Prompt for Your Child to Behave in a Certain Way

On occasion modeling can be an effective way to prompt your child to engage in certain desirable behaviors. This is done by having a third person (either an adult or another child) demonstrate the behavior you want your child to perform. After the behavior is demonstrated reinforce with something you know *your* child would like as a motivator to do the same. This is an especially good technique to use when you know your child *can* do it, but *doesn't.*

Often during a teaching session a brother or sister may be sitting at the table watching the activity. If the child with whom you're working isn't cooperating you can turn to the other child and do the task with him. When he carries out the activity, praise and reward him with the things the target child likes. It won't take long for your child to become cooperative and join in the activity. This procedure can be used with other skills like saying "please" and "thank you" or doing tasks like



hanging up his jacket or clearing his place at the table. Reward another person for doing it and your child will be likely to imitate the behavior to obtain the same reinforcer.

Modeling is an important tool to use in teaching. Whether you use it paired with a verbal direction, as an initial step in teaching a new task, as a correction procedure or as a prompt; remember to use these steps. First, make sure your child is watching you. You may need to tell him to do so. Then show him what you want him to do. Tell him to do what you did. Finally, reinforce him when he does imitate to increase the chances of him performing the behavior in the future. Gradually you can reduce the aid (no longer use the model) and your child will be responding only to your verbal directions.

Response Sheet: Modeling

1. Children imitate the behaviors others model for them. Please list some behaviors that your child has learned by watching or listening to someone else.
   1. _____
   2. _____
   3. _____
   4. _____
   5. _____

2. Choose an activity and tell how you use modeling as
   a. Correction procedure _____
   b. First step in teaching _____
   c. Paired with verbal directions _____

3. Tell about a situation where you could reinforce a model for a behavior you want your child to imitate. Remember to choose a behavior that you think he can do, but does not do very often. Tell the behavior, who would model it, and the reinforcer to be used.

_____

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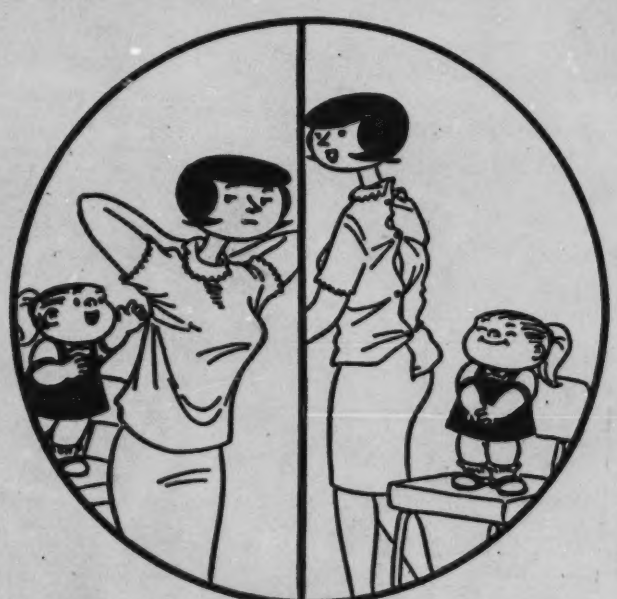
SHAPING AND CHAINING

Most new behaviors can be taught by modeling, but when teaching behaviors that are complex or made up of many small steps we need to use additional teaching techniques. Two additional ways to teach, besides modeling, are shaping and chaining. These techniques are used to teach behaviors that children cannot easily learn by watching someone else.

Shaping

Let's talk about shaping first. **Shaping is used when your child already knows how to do a behavior, but the way he does it isn't quite as good as it should be.** This is a natural step in the learning process. The first time you made muffins, they **were** muffins, but they probably were not as good as you hoped they would be. Yet your mothers reinforced you for making them and told you they were really good. After years of practice, your muffins have been "shaped up". You now are a much better muffin baker than your were at first. This is an example of shaping. First attempts, even though they aren't perfect, are reinforced. As the skill is practiced it is reinforced only when it gets closer to the final goal.

You have used shaping to teach your child in the past. He has drawn pictures of you that didn't resemble you at all and you have reinforced his attempt even though you could easily see improvement was needed. As he drew more pictures they gradually improved, and you reinforced only those pictures you thought were his best attempts.



Use these rules to teach by shaping:

1. Choose a behavior that your child already is doing in some form. If your goal is to teach your child to draw circles and he can do this, ~~to~~ then you can use shaping to teach the skill.

shaping

2. **As a first step, teach a small improvement.** You could teach him to make a circular motion like this . This isn't a perfect circle, but it's closer to a circle than is.
3. **Once you decide that is your goal, don't reinforce .**
4. **When your child can consistently meet the criterion you have established, change it.** When he can easily make , then change your criterion to ◯ . Require him to draw a circle at least that well before you reinforce him.
5. **Keep working at it** until the behavior meets your target of ◯ .

In one case of toilet training, the child was so turned off he screamed at the sight of the potty chair. Shaping was begun by reinforcing him for just sitting, full clothed, on the potty chair when it was placed in front of the TV. At first he was required to sit for 10 seconds, then 2 minutes, then 5 minutes. The potty was slowly moved closer and closer to the bathroom. When he would tolerate sitting on the potty, unclothed, in the bathroom, he was then reinforced only if he he *did* something! Shaping was completed when he walked into the bathroom, pulled down his pants and performed on the potty.

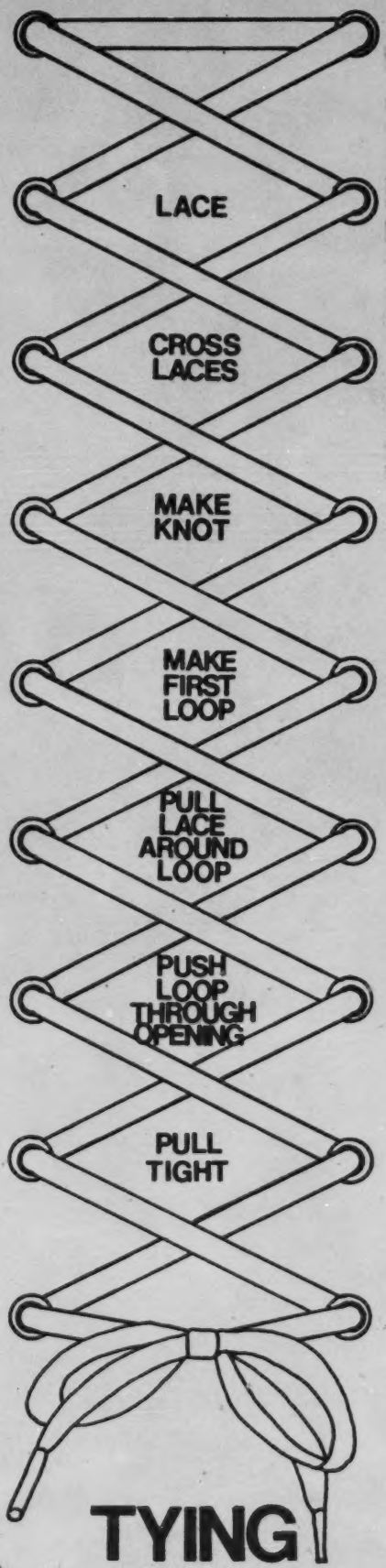
Watch for signs of improvement. Reinforcers should be given for getting better. Do not insist on perfection right away, so reward the child for trying. If he says "wa wa" for water, reward with the drink of water. Then insist on "wa wa" before giving him a drink. Soon you can reinforce when he says "I want water". Eventually, he will get water when he can say, "Could I have a drink of water, please.".

Very complex behaviors can be taught by reinforcing approximations. Then reinforce only the responses which bring your child closer to the behavior desired. Don't allow your child to go back to pointing to the sink for a drink of water when he can say "wa wa". Each time he improves make the task a bit harder before reinforcing.

Chaining

Shaping and chaining are similar in that they are both ways of teaching small steps toward a long term goal. **Chaining is used to teach skills that are made up of a series of steps.** As each additional step is taught, it is added to those that the child can do. Chaining differs from shaping in that the child does not have to be able to do any of the behavior when you start. Shaping can be used only when the child already can perform the behavior, but not perfectly. In chaining, each step in the series is taught as your child learns the one before it.

The first step in the use of chaining is to **break the complex behavior into the individual steps required to complete it.** The example at the side shows how this can be done for the skill of shoe tying. Then the first step is taught. In this case it is lacing the shoe. The child laces it and the parent finishes the task by completing the remaining steps. **The**



TYING SHOES

child is reinforced for doing one step. When this step is mastered, he does steps one and two: laces and crosses the laces; and the parent finishes it. **At this time he is reinforced only if he completes steps one and two.** When the child can easily perform steps one and two, he is then required to do steps one, two and three before he is reinforced. Once the child has learned to do another step for himself (steps one, two and three), he is never reinforced for doing less (only steps one and two). **This process continues until the child can perform all the steps in the chain.**

In some instances you can use a method called **reverse chaining.** This is **teaching the last step of the response first.** It is more reinforcing for the child to do the step that completes the task rather than one of the beginning steps. For example, to teach your child to put on his slacks, you can break the skill into the steps shown here. If you are teaching it by chaining you would start with "puts his leg into pants leg". This is logically the first step in putting on a pair of pants. However, if you were to teach it by reverse chaining, you would start with "pulls pants over hips to waist" and then teach the steps in reverse order. By doing it this way, you can reinforce your child by saying "good, you put them on". The child can feel successful because even though you started it for him by doing the first 3 steps, he completed it. You initiate the activity and let him complete it. If using reverse chaining, initially you would reinforce the child for pulling his slacks up from his hips after you have done steps 4, 3, 2. When he mastered this, you would reinforce him when he was able to pull his slacks up from his knees to his waist after you had done steps 4, 3.

You begin by doing all but the last step in the chain. As the child learns to do more of the steps, you do fewer of the steps for him.

To summarize, CHAINING is used to teach complex behaviors. The behavior is broken down into small steps and each separate step is reinforced. After a period of time, the separate steps fuse together and your goal is reached. SHAPING is used when the child's present behavior is like the goal behavior, but isn't quite as good as you would like it to be. Shaping and chaining are simply reinforcing desirable behaviors at the right time. Remember the reinforcements you received when you were trying to shape up your muffins? Do the *same* for your child — teach and reinforce small steps before you expect him to do the whole thing. Teach and reinforce behaviors that are closer and closer to your final goal. You've already been doing it for some time now so — KEEP UP THE GOOD WORK!

Shaping and Chaining Response Sheet

1. What is shaping?_____

2. What is chaining?_____

3. How is reverse chaining different than chaining?_____

4. List some skills that you have already taught your child using shaping or chaining.

5. Briefly describe in your own words the kinds of skills that can be taught by chaining.

6. Briefly describe in your own words the types of skills that can be taught using a shaping procedure.

7. Describe the steps and reinforcement you would use to teach one of the following skills using chaining:

   Buttoning
   Singing a song of five lines
   Counting 6 objects

8. Betty is learning how to draw a person. She can make most of the body parts, but they look rather scribbley. Which of the three teaching processes described here would you use to teach her how to draw a better person?

   Describe how you would do it.

9. Jane is learning to zip her coat. First her mother taught Jane to zip it up after the zipper had been pulled half way up, then her mother zipped one quarter of the way, and then just put the foot in the catch. Now she is teaching Jane to put the foot in the catch. What teaching procedure is Jane's mother using?

The Importance of Recording

If you have ever tried to change something about yourself, you have at least measured, if not recorded, the results. One of the best examples of this is dieting. The obvious goal of a diet is to lose weight. The way this change (loss of weight) is measured varies considerably. Some people use a tape measure and count the number of inches at different points of their bodies. Others use a somewhat imprecise method like estimating the amount of extra cloth in a favorite pair of slacks. Most people, though, like to use a bathroom scale because it can detect losses as small as a half of a pound. This measuring is done because people want to know that the desired change is occurring. No one wants to continue with a diet that is not producing the desired change.

DATE	WEIGHT
6-1	142 lbs.
6-2	142 lbs.
6-3	143 lbs.
6-4	142 lbs.
6-5	143 lbs.
6-6	141 lbs.
6-7	140 lbs.
6-8	139 lbs.
6-9	139 lbs.
6-10	139 lbs.
6-11	137 lbs.
6-12	137 lbs.
6-13	137 lbs.
6-14	138 lbs.
6-15	137 lbs.
6-16	136 lbs.

In 16 days this lady has lost 6 pounds. That may not be as fast as some of us would like to lose weight, but the diet is working because the desired change in behavior is occurring. Her weight has decreased. This chart illustrates an important point about recording. Just because the change is not seen in the first few days, doesn't mean that the program is not working. If the program is continued a few more days we can be sure of what is happening.

Whenever you choose goals for your child you are attempting to change some aspect of his behavior. A baseline is taken to determine that the goal is appropriate; later a post-baseline measure is recorded to assure that the desired change has happened. **You need to record daily** as you work with your child. **There are several reasons why daily recording is vital in teaching.**

1. Recording tells how rapidly the change is taking place, which is important because if we know how fast your child learns new skills, we can make better curriculum planning decision about the size of the steps prescribed for him to learn each week.
2. Daily recording shows whether or not the teaching program is effective. You do not want to spend a week working on an activity that is not producing any change.

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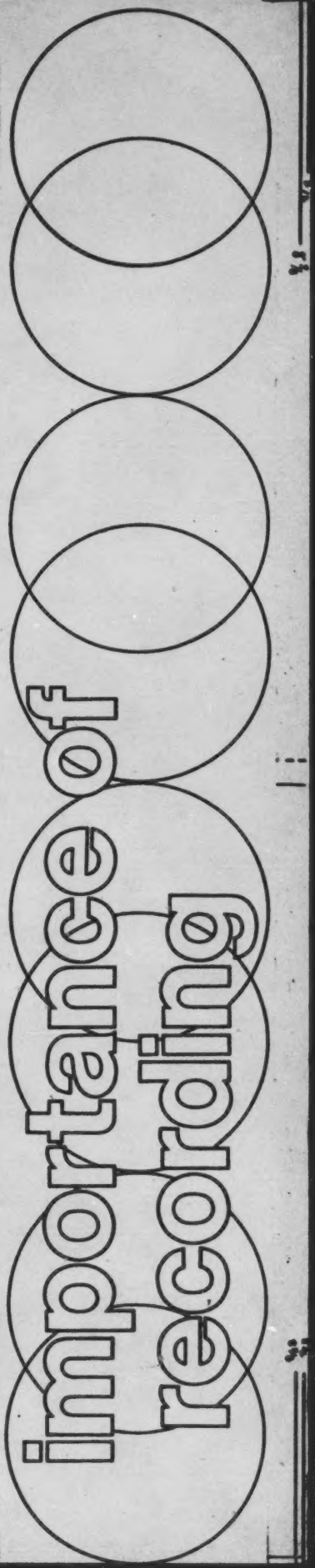


3. If the program is not a good one for your child it can be changed in some way.

   a. We may need to change the objective itself, maybe it's too difficult for your child at this time.
   b. The materials may not be appropriate.
   c. He may need either more reinforcement or a reinforcer of another type.
   d. The correction procedure may not be a good one or we may need to give him more aid.

   Making these changes and continuing to record the behavior will help us discover where the problem lies.

It is very important to measure and record the changes that are occurring when you teach your child a skill. We need to know that he is really learning. As a result of recording we decide to either continue with a program or change it. If we do not record, we can easily misjudge the effects of our program. When we have invested much time and effort in teaching we may think that the child has acquired the skill, but we can be sure only if we record. If we record we may be surprised to find that the child has not mastered it as well as we thought.

When attempting to change child behaviors that are undesirable to us it is easy to overestimate the frequency with which they occur. It seems as though they happen more often than they do because they are so upsetting to us. Not only is it important to record so we don't overestimate how often a behavior occurs, but also these behaviors (tantrums, crying at bed time, and noncompliance), usually do *increase* when a program begins. They have been maintained by attention and, when the attention is withdrawn, children try harder to get it in the same way. It is especially important to record when implementing a program like this. If we record carefully and observe this initial increase followed by a decrease in frequency of the behavior, we know the program is working and that we should continue with it.

You are already familiar with the kind of recording that you do on the activity charts. Your instructor has set up and explained the charts to you. You might be making X's for correct responses and O's for incorrect responses; marking an X beside the total number of times your child made the correct response; or just writing down "yes" or "no" that you did or did not carry out an activity. There are many different ways to record behavior, the graph on the activity chart is not the only one.

Recording

This mother felt that Tommy was eating too much snack food and as a result was never finishing his meals. She reduced the snacks just before meal time. To see if her program was working she recorded like this:

Tommy will eat all of his meal

	Yes	No
Monday		
Breakfast		X
Lunch		X
Dinner		X
Tuesday		
Breakfast	X	
Lunch		X
Dinner		X
Wednesday		
Breakfast	X	
Lunch	X	
Dinner		X
Thursday		
Breakfast	X	
Lunch	X	
Dinner	X	

Is this mother's method working?_____

How can you tell?

_____

_____

_____

_____

A yes-no chart like this works well with behaviors that don't happen very many times in a day or are very predictable in terms of the number of times and the time of day they will occur.

To record behaviors that frequently occur, a different system will be necessary. We need to be counting all day—not just measuring at one time. For example, if you want to count the number of times your child uses words rather than gesture to express his wants, you might set up a counting system using chips or tokens. Put out a bunch of chips in a bowl. Each time he uses words put a chip in one bowl; if he gestures, put it in another. At the end of the day, you could record the totals on a sheet of paper. Other ways to record include making marks on a paper (~~1111~~) or using a knitting counter to count behaviors.

When a behavior occurs extremely often and happens throughout the day a *time sample* can be used to reduce the time you spend measuring and recording. A time sample is done by choosing two or three brief periods during the day to count the behavior. Drooling or thumb sucking are examples of behaviors you might record this way. You record the number of times these behaviors occurred during 3, one-half hour periods during the day. It is important to choose a time that is representative of the number of times the behavior usually occurs. You don't want to choose a time when the behavior never happens or happens the most. Once you choose the times, you must record at these same times each day so the behavior can be compared. By recording using a time sample, you can reduce the amount of

time spent recording and still get an idea of whether or not the behavior is changing. When change is occurring we can readily see it on the graph. This can be reinforcing to you, the teacher, as well as reinforcing to your child. Older children can sometimes record their own behavior as a reinforcer for correct responses. This is especially rewarding to children when the recording is done with colorful stickers or gold stars.

Whatever the method you use to record, it is critical that you do so. You and your instructor need to know not only that change has occurred, but how rapidly it is occurring. This information provides the basis for changing activities and determining the size of steps for your child's program. Only if you record each day when you work with him can you and your instructor plan the best possible goals for your child.

Importance of Recording Response Sheet

1. Why is it important to know how rapidly your child learns new skills?

   _____

   _____

2. Why is it important to record?

   _____

   _____

   _____

3. A mother has set up a program to teach her son to dress himself in the morning. Sometimes she gives in and dresses him. Set up a recording system for this parent to help her find out if her program is working.

4. If you wanted to find out **how often** your child finishes his meals, how would you set up a recording chart?

5. If you wanted to find out **how long** it takes your child to eat his meals, how would you set up a recording chart?

AIDS TO USE IN TEACHING

Young children almost always need some type of help in learning a new skill. As they become better at the skill, they require less aid and soon they can perform the activity by themselves.

Adults often forget this simple fact because they take for granted many of the skills they have learned. However, if we keep our adult perspective and don't look closely at the child's needs, we may not be very effective in helping the child learn. Walking is a good example. We usually don't pay any attention to how we walk or the various skills involved until we become painfully aware of these through stubbing our toe, spraining an ankle, or some other injury or disability. *Then* we pay attention, and may even need some form of aid to get around.

When your child was learning to walk, he needed aid. Perhaps he first pulled himself to a standing position using a couch, table, or chair. Later he may have "walked" along some object, holding onto the object at the same time. Eventually, you offered your hand(s) to help him learn to walk independently. You may have initially needed to provide a lot of aid and later you gradually reduced the amount of aid until he was walking by himself. Just as your child needed aid to learn this important skill, he will generally require some type and amount of aid to learn other skills. **The aid helps your child successfully complete the task without becoming frustrated and avoids having him practice incorrect answers or behaviors.**

"I have to cut out pictures of a 'P' sound. Does PASKETTI begin with a 'B' or a 'P'?"

You have to adjust the type and amount of aid to the child's needs.

aids to use in teaching

Types of Aid

1. Model the Behavior and Give Directions.

The best aid you can give your child is to model the correct behavior for him. Modeling means showing him what to do or telling him what the correct answer is before you expect him to do it. You can model once at the beginning of a teaching session or before each opportunity you give your child. This depends upon how often he needs to hear or see the correct behavior before he can perform it correctly and consistently. Of course, as your child learns the skill, you will need to model less and less.

Examples of modeling would be letting your child watch you build a tower of blocks before asking him to build one, or telling him the block is red before asking him to name the color of the block. In your work with your child, you have modeled many other behaviors. Please list on the following page some of the behaviors you have modeled for your child as an aid in learning.

a. _____

b. _____

c. _____

As you model the correct response for your child, you may also give him verbal directions. If for example, you are modeling how to draw a V, you might model and say "watch, we go down, stop, then we go back up". Verbal directions should be very brief and simple as most of the time young children don't understand explanations; *showing* them how to do the task is the best way they learn.

2. Physical Aid

Physical aid provides the most assistance to your child. Indeed, when you give a form of physical aid, **you** may perform most of the task for your child.

This is often a good first step because your child does not have to do very much to be successful, yet at the same time you are demonstrating how to do the task. For example, when teaching your child to draw a circle, you could begin by giving him physical aid. You could have your child hold the crayon, while you put your hand around his and draw circles. Even though he really is not drawing the circles he is being shown how to make a circle, how the circular motion feels, and how a circle should look. You would be able to feel how much of the drawing your child was doing and gradually reduce the amount of pressure you put on his hand and the direction you were giving. Physical aid could be given in any activity involving a motor behavior.

List below some of the kinds of physical aid you have provided your child and describe the task you were teaching him.

a. _____

_____

b. _____

_____

c. _____

_____

3. Verbal and Visual Aid

Verbal aid provides spoken directions or hints to your child as he is performing the activity. Verbal aid can be given to help your child on almost any activity. It provides him with reminders for cues, but does not give him as much help as physical aid or modeling. It is often effective to use when your child can almost complete the activity by himself. For example, if your child were having some difficulty naming the color green, you could provide a verbal cue by saying the beginning sound ("This color is Grrr_____"). Another example would be where your child becomes "stuck" in repeating a nursery rhyme and needs the verbal aid of the next word or line to complete the rhyme. Children gradually learn the verbal aid you give them.

"Under...around...over...and THROUGH!"

Providing **visual aid** means giving your child something he can see which will help him complete the activity. Examples might include having him draw a square by connecting dots, or having him tell a story when given the appropriate pictures. If your child were working on the speech sound "f" at the beginning of words, you might first model how it looks when you say "f" and then have him imitate the position of the teeth and lips while looking into a mirror. The mirror gives him visual cues that could help him learn to correctly place his teeth and lips to produce the "f" sound.

Gestures are another form of visual aid. If you were teaching your child to say "please" and "thank you", a gesture such as pointing your finger at him could serve as a cue to say

"thank you". This procedure would be used as a final step in teaching after you had already modeled the behavior for him and he could say the words. Your gesture would cue him to say the word at a special time.

Please list below some of the verbal or visual aids you have given your child in helping him learn activities.

1. _____

2. _____

3. _____

4. _____

Amount of Aid

The *amount* of aid given should be enough to allow your child to successfully complete the task without frustration, but not so much that there is no challenge.

"Don't put it in a glass, Grandma! I can drink it out of the bottle!"

Remember to provide enough aid for the child to succeed. Don't expect too much of him or let him expect too much of himself.

It is important to closely watch your child as he does the task. You will then be able to see that he is learning how to do more of the task by himself and you can reduce the amount of aid you give him. Activities need to be within reach of your child, yet provide some challenge.

Timing of Aid

The time that you choose to give your child help is important. When he first begins working on a particular task, you should give him help right away. For example, if your child is going to learn to hop, you would start out by holding his hand and showing him what to do. When your child has already learned part of a task, you would let him begin by himself and wait until he had difficulty before you helped him. For example, if your child knows how to put very simple puzzles together and you are now teaching him to do a six-piece puzzle, you might first let him take a piece and try to put it in. When you see that he has worked at it for a while and is having difficulty, then you could either guide his hand to the correct place or tell him to "turn it around" or "try another hole". This gives him the opportunity to do it by himself if he can. It also gives him the amount of help he needs before he becomes frustrated and loses interest in the activity.

You should also **give aid only when necessary,** because if your child knows what to do and how to do it, he may resist your attempts to provide aid.

Summary

In summary, the type, amount, and timing of aid you give your child depends upon the task you are teaching and how well your child can presently perform the skill. The type of aid given should help your child and not confuse him, yet there still needs to be some challenge to the task. The amount of aid and the timing should change as the child becomes more successful with the task.

You could use all of the aids with a single skill, such as learning how to draw a square. When first presenting this activity to the child, you could first *model* the behavior for the child, saying, "Watch me!" and then draw a square. You could then give the crayon or pencil to the child and help him draw a square by placing your hand over the child's hand to provide some *physical aid.* As the child does more for himself you could reduce the physical aid. You might then give only some *visual aid,* such as drawing four dots : : which could be connected to make a square. You could also pair verbal aid with the visual aid (four dots) so that gradually, the dots could be removed and the square could be drawn with you giving *verbal aid* only, (for example, "First go down. . ., okay, stop! Good, now go across. . ., okay, stop!). As the child gains in skill, he will eventually be able to draw the square without any aid at all.

Remember to *reinforce* small changes or improvements as your child is learning something new. Slowly increase your expectations of what he must do to receive the reinforcer. When your child begins to learn a new skill, you should reinforce him for performing any portion of the task even though you give much aid to help him succeed. As he gradually learns the skill, you should reinforce him for trying on his own, before you offer an appropriate type and amount of aid. As learning progresses, you would expect him to do more and more on his own before giving a reward. You should not provide aid if you are sure that he is able to perform the task without aid.

Use of Correction in Teaching

When your child gives a right answer or completes a task correctly, it is important to reinforce him. This tells him he was right, and increases the chances that we will perform correctly in the future. On the other hand, when your child does *not* do the task correctly or give the right answer, you need to use some type of correction. You need to correct him so that he learns to perform the task correctly and doesn't practice incorrect answers or behavior. If no correction is provided there is little opportunity for your child to learn the correct behavior. By using a correction procedure, you will help your child learn the task and will increase the likelihood, that he will perform correctly in the future.

Types of Correction

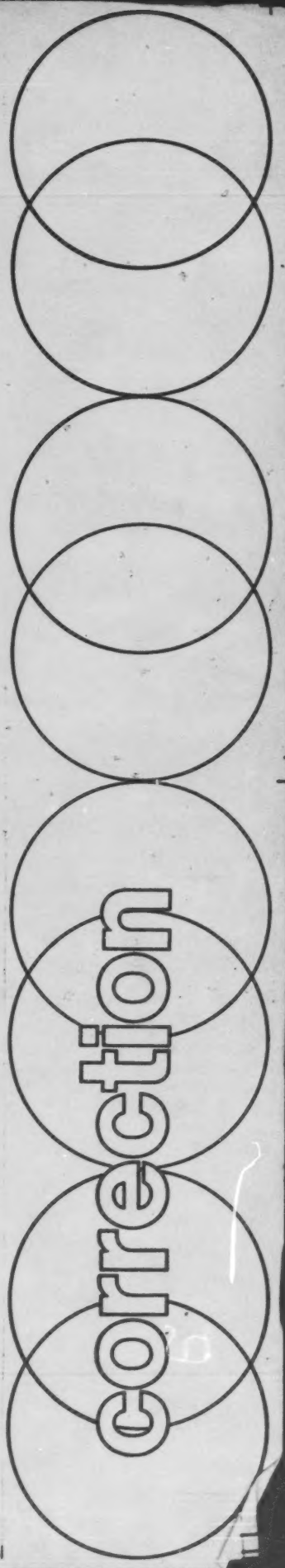
The types of correction you use to help your child are the same as the types of aid you use in teaching: (1) you could **model** the correct behavior by showing or telling your child what to do, (2) you could give **physical** aid, (3) you could give a **verbal** hint, or (4) you could provide **visual cues.**

It is better, of course, to provide enough aid ahead of time so that your child will perform correctly. However, because we want to give him tasks that are challenging, he will frequently give the wrong answer or not perform the behavior exactly right. In such cases, we need to provide one of the aids listed above as a correction procedure, so he will learn the correct thing to do.

For example, if you showed your child a picture of a horse and she told you it was a cow, you might give only the first sound of the correct name by saying "It's a hhh ." If this verbal cue did not help her name the picture, then you might say (in other words, model) the correct name "horse" and then have her repeat it. When teaching your child to put together a puzzle, you would use a different type of correction. If your child tried to fit a puzzle piece into the wrong spot, you might guide his hand to the proper space, point to the correct space, or tell the child to "try another hole."

Amount of Correction

When you correct your child, you should **give him only the amount of aid he needs** to get the right answer or to perform the behavior. You don't want him to become frustrated, but you do want the task to be challenging. Therefore, if he can put the puzzle piece in with the help of pointing to the appropriate space, use only that as the aid instead of guiding his hand. If he can draw a square when you tell him to "go down, stop, go across...", then you would not need to physically guide his hand. Give only the smallest amount of aid that it takes to correct your child. If you give too much help, the task may not be challenging enough for him, and he might resent you giving him too much help. However, if your child seldom gives the right answer (makes many mistakes) the task may need to be made simpler.



Summary of How to Use Correction

Keep in mind the following rules when your correct your child:

1. When a child makes a mistake, the first thing most parents want to do is tell the child he is wrong. If the child hears that he was wrong too often, he may begin to feel like a failure and may become frustrated and unwilling to try the task any further. To avoid this, you should **use correction procedures in a matter-of-fact way,** correcting the child's mistake without hurting his feelings. If, for example, you tell your child "no" every time he makes a mistake, he may only hear you saying he was wrong, feel like a failure, and he might not even hear the correction given by you.

"Daddy, will you tell PJ to stay inside the lines if he doesn't want to get hit?"

Your tone of voice, facial expression, and manner should not be punishing or reinforcing. If you are negative or punishing when you correct your child you may make him feel that it is bad to make a mistake. You don't want to make him feel badly or discourage his attempts, but to help him get the correct answer. At the same time you don't want to reinforce incorrect answers. If the child receives the same amount of attention or more attention for wrong answers than he does for right ones there will be no motivation to improve.

2. **Stress the correct answer or the right way to do the task.** If your child makes a mistake like saying red is blue, don't say, "No, it's not blue." This tells the child that he was wrong, but it doesn't tell him the right answer. It would be best to simply tell the child that "it's red" or to give a verbal hint. Long explanations and the words "no" and "not" may confuse the child more than help him learn the correct behavior. Whenever possible, try not to repeat the wrong answer (for example, "That's not blue."), but be sure to give the correct answer or help your child, through aids, to give the correct answer. Then have your child repeat the right answer one or two times. This will help to emphasize the correct response and increase the chances of him responding correctly on the next time.

"That's very good, Grandma, but you forgot to color the duck's beak."

3. Give your child the type and amount of aid that he needs to learn the correct behavior. Be sensitive to your child's needs, and **avoid giving either too much or too little aid in the correction procedure.**

4. **Correct your child and help him to perform the task before he becomes frustrated or loses interest in it.** If your child has to wait too long he may tire of trying, give up, and say "I can't!". It is important for him to feel that he **can** do things. One of the best ways to achieve this is to give him enough help at the right time so he is able to perform the behavior.

5. **If the first correction procedure you use doesn't help your child to give the correct answer, use a different one the next time.** Repeating the same hint doesn't usually do any more good than it did the first time, even if you say it louder the second time. If a verbal cue such as "What do you say?" doesn't result in your child saying, "Please", give him more help the second time. Tell him, "Say, please.".

6. **Reinforce your child when he is correct.** You should reinforce him if he gives the right answer or behavior even after you use the correction procedure. Try to end each session on a successful note, so that your child feels successful and good about himself.

Correction Procedures Response Sheet

1. Why is it important to correct your child when he gives the wrong answer?
   a) _____
   b) _____
2. Name four types of correction that could be used in teaching.
   a) _____
   b) _____
   c) _____
   d) _____
3. If you were going to explain correction to another parent what would be the important things to tell him about:
   a) How much aid to give when you correct?
   _____
   _____
   b) Telling the child "no" or being punishing?
   _____
   _____
   c) Saying things such as "that's not a cow."?
   _____
   _____
   d) How long to let the child try to get the right answer? . .
   _____
   _____
   e) What to do if the first correction you try doesn't work?
   _____
   _____
   f) Should you reinforce if the child gets it right after you have helped him?
   _____
   _____
4. Tell how you would correct the child in each of the following examples.
   a) Billy is supposed to be putting shapes in a shape box with verbal aid. Billy's dad has tried some clues like "turn it around" and "try another hole", but Billy is unable to find the proper hole.
   _____
   _____
   b) Terri is working on naming colors without aid. Her mother shows her a blue chip and Terri says "purple".
   _____
   _____
   c) Cathy is learning to draw a square with verbal directions. She is having trouble doing it. What kind of aid could her mother give her besides guiding her hand when the verbal cues don't work?
   _____
   _____

STATING TARGET BEHAVIORS

As you well know by now, we teach small steps toward a final goal. The process is somewhat like putting together the many small parts that make up one of your household appliances. If one of the parts is missing, then your appliance will probably not work as well, and may even break down. The same principle applies with teaching our children: If one of the component parts is missing, there may be a breakdown in learning.

Additionally, if you decide to repair your appliance yourself without knowing the correct name for the part, you may be in for some difficulty. Have you ever gone to the hardware store and tried to describe the part you need without knowing it's correct name? You may have said something like, "I need one of those little yellow gizmos with a red wire attached that goes to the motor of my washing machine". When the clerk stares at you as though you had just spoken to him in a foreign language, you stumble through another description and add several gestures to make your point better. But, no luck! Frustrating, isn't it? How much better it is, for both you and the clerk, if you know the specific name of the part you need.

A similar breakdown in communication often occurs in teaching. If we do not specify what our goal is in clear terms, we cannot communicate our intent to another person. Even worse than this, we may not have a specific enough goal in our own minds and we end up teaching the child something we didn't want to. One way to precisely describe a child's response is to state it in the form of a **target behavior.**

Target behaviors are teaching goals. (Behavior means anything your child does, not only whether he was naughty or nice.) Target behaviors are not long term goals such as walking, but the small steps to be taught each week that lead to the goal of walking. Target behaviors describe what the child will be able to do after a week of teaching, not what he can do right now. They describe the behaviors "aimed for" by the end of the week.

Target Behaviors Must Include the Answers to Four Questions:

1. Who is going to do it?
2. What is he going to do?
3. Will he get any help?
4. How will we know he has learned it?

WHO IS GOING TO DO IT?

If the goal you decide upon is for your child; write down his name. If the goal is something for you to do, state your name.

Examples of how to state **WHO:**
Tommy will clear his place at the table 3/3 trials daily.
Mary will cut out a 2" circle 5/5 trials.
Mom will read a story to Tom 1 time per day.

WHAT IS HE GOING TO DO?

Select a behavior to teach. Behaviors are anything that can be seen or heard. Things that can be seen or heard can be counted. When choosing skills to teach, we should limit ourselves to working with those things that can be counted. If we can see or hear it, we can count and find out whether or not we have taught a skill. Therefore, "understanding 3" is not a good target behavior. If a child does "understand 3", he will do something that can be seen or heard to show us his understanding. He might point to a group of 3 objects, count 3 blocks, or give us 3 blocks when we asked him. Any one of these three activities would be appropriate target objectives because we know what the child must do. *Point* to, *give*, and *count* can all be seen or heard and, thus, counted. *Understand* can't be counted and the word itself means different things to different people. When other family members are working on the same teaching goal it is important to state the goal so that everyone will know exactly what behavior is being taught. This can not be accomplished if we use words that do not mean the same thing to everyone.

Here is an example of a goal that is inappropriate for several reasons.

"I want Billy to be more independent."

The first problem here is that this goal tells what someone else wants and not the behavior that will be taught to Billy. Secondly, "independent" could mean many things. It could mean that Billy would:

—dress himself,
—initiate dressing,
—choose what to wear,
—play unsupervised in his own yard,
—safely play within 2 or 3 blocks of his home,
—find activities to occupy himself when he is in the house,
—not sit on mother's lap at unfamiliar homes, or
—make friends with other children his age.

Rather than using the word "independent", a more precise statement should be made. By stating one of the behaviors listed above, we can better plan a teaching activity because we know the exact behavior we want to teach. More people can be involved in the teaching process because the goal can be easily understood by all family members.

Below is a list of some other words that are often misused to state goals. They are *not* good words to use because they do not describe the child's behavior.

Don't Use	**State Exactly What You Mean**
	(possible meanings)
Identify	point to or name
Understand (a number)	give the amount requested point to a group of objects count the number of items
Listen	If he had listened what would he be able to do: —answer questions —repeat what he heard —retell part of a story by looking at pictures
Know (the alphabet)	say the alphabet point to the letters when named name the letters print the letters
Learn	tell what he will learn

Words such as "run, jump, hop, sit, match, repeat, name, count, follow directions" describe things that can be counted. Use words like these when you state target behaviors.

Examples of how to state **WHAT:**
Billy will **count to 5** in imitation 6/6 trials.
Sally will **hop on one foot 3 feet** without aid 8/10 trials.
Curt will **answer 4/4** questions about a story read to him.

WILL HE GET ANY **HELP/AID?**

When you decide upon a target behavior, you must decide how much the child can reasonably be expected to learn in one week. Sometimes we can expect the child to do something without aid by the end of a week. At other times, though, we will still have to give aid at the end of the week, but the amount of aid will be reduced. He will receive less aid at the end of the week than he required at the beginning. Review the handout *Aids to Use in Teaching* to specify the type of aid to be used. Remember, if you expect that the child will still be getting aid at the end of the week, be sure to state it in the target behavior.

Examples of the way to state **AID:**

Peter will sing a song **in imitation** 3/3 trials.

Carrie will drink from a cup **with mother holding cup** 10/10 trials.

Susie will put a 6 piece puzzle together **with verbal cues** 2/2 trials.

HOW WILL WE KNOW **WHEN THE CHILD HAS LEARNED IT?**

The answer to this question is stated by determining the number of times a child must respond correctly out of the total number of tries. This means that we will be convinced that a skill has been mastered, for instance, catching a ball, when the child can catch it nine out of the ten times it is thrown to him. To reduce the amount of writing, we write the target behavior like this: "9/10 trials". This simply means "nine out of ten tries." Generally, you would expect a correct response on every trial (100% success: 10/10 trials) for any academic task. On motor and self-help skills it is more reasonable to expect 90% (9/10 trials) performance. On socialization activities you might expect 75 to 90% (7/10 to 9/10 trials). It is important to choose this number carefully because it tells us when we can stop teaching a skill. You want to *be sure* that the child has learned it and has had the opportunity to prac-

tice it before you begin working on a new target behavior. At the same time, you do not want to keep working on something he already knows. Generally, if your child meets the criterion you stated (9/10 trials) for two days in a row, you can move on to a new behavior.

Examples of how to state **HOW WELL THE CHILD MUST PERFORM THE SKILL.**

Bobby will catch a large ball **9/10 trials.**

Laurie will name 10 farm animals **3/3 trials each.**

Patty will put on her shoes on the correct feet without aid **4/4 trials.**

One of the most reinforcing things about teaching children is achieving a goal that you have established for them. If you target the precise behaviors and state your goals specifically, you will have the satisfaction of knowing that the goal was actually accomplished.

Target Behavior's Response Sheet

1. Read the words listed below and cross out those that you **would not** use to state a target behavior.

sit	understand	like
enjoy	repeat	copy
clap	say	imitate
run	listen	draw

2. Please fill in the answers to the following questions.

ex. a. Lee will lace his shoe with verbal directions 4/5 trials.

Who will do it? Lee
What will he do? lace his shoes
What kind of help will he get? verbal directions
How will you know when he has learned it? When he can do it four times correctly out of five trials.

ex. b. Billy will name red with initial sound clue 5/5 trials.

Who will do it? Bily
What will he do? name red
What kind of help will he get? the clue of "rrr. . ."
When has he learned it well enough? When he names red objects correctly 5 times when asked 5 times.

a. Barb will put a 6 piece puzzle together without aid 3/3 trials.

Who will do it? _____

What will she do? _____

What kind of help will she get? _____

How will you know when she has learned it?

_____

b. Pam will walk forward on balance board while holding mother's hand 9/10 trials.

Who will do it? _____

What will she do? _____

What kind of help will she get? _____

How will you know when she has learned it?

_____

3. FOR EACH OF THE FOLLOWING TARGET BEHAVIORS LIST TWO KINDS OF HELP YOU COULD GIVE:

ex. a. Chris will say a nursery rhyme
1) in imitation 5/5 trials.
2) with the clue of the first word in each line

a. Pat will pedal a tricycle
1) _____ for 5 feet 9/10 trials.
2) _____

b. Tommy will name 5 farm animals
1) _____ 2/2 trials each.
2) _____

4. Write three target behaviors for your child. Remember to include the answers to all 4 questions.

a. _____

_____

b. _____

_____

c. _____

_____

d. _____

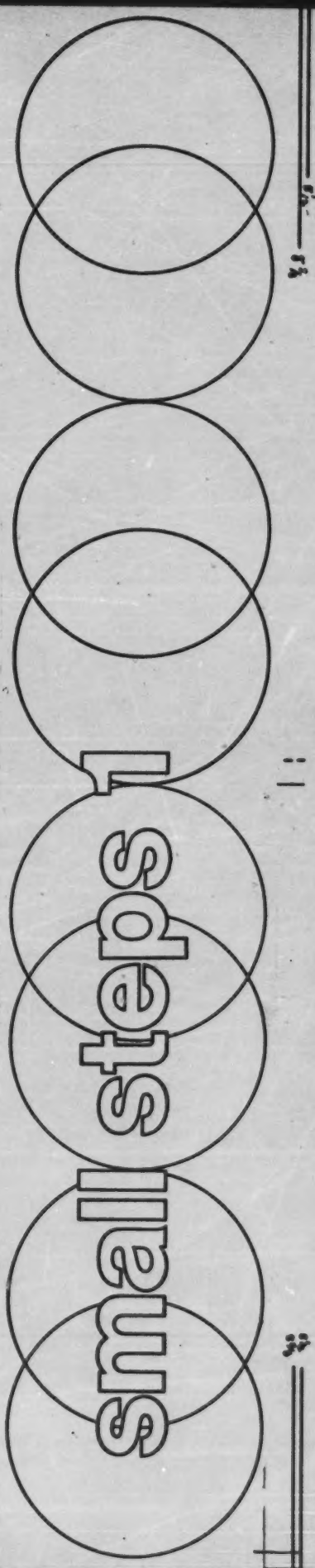
_____

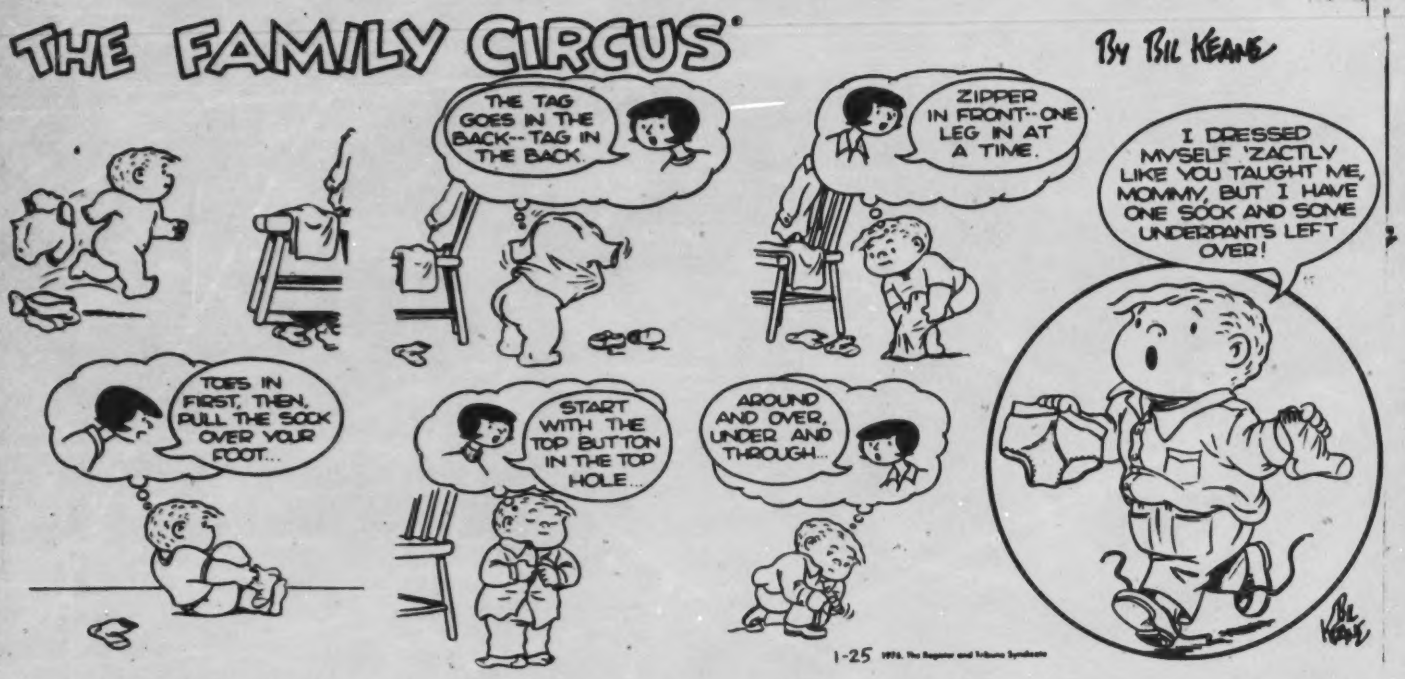
SMALL STEPS IN LEARNING

By now you've discovered that one of the primary ingredients to your child's success is having educational goals broken down into small steps. When goals are broken down into small enough steps, your child is challenged by the task, but he is also able to complete the task within a short period of time (usually one week). Being able to complete the task within one week prevents unnecessary frustration, and helps to keep your child interested in learning the task. By breaking the long-term goal into smaller steps, you and the instructor are helping your child build upon the things he can already do. He will learn new things in an orderly, step-by-step fashion.

Many of the skills that you've learned were also taught to you in a step-by-step fashion. As each of the steps was learned, you were able to put them together. Eventually they joined together and you were no longer aware of the small steps involved. Learning to drive a car may be one of the best examples of this process. When you learned to drive a car, the person teaching you probably first gave you the names of all the various knobs, levers, and pedals, and told you what each of them did. They may have then modeled the entire process of turning on the ignition, putting the car in gear, driving, and so forth. After demonstrating the entire behavior, the person teaching you may have then gone back and broken the various steps into smaller steps (turning on the car; shifting gears; coordinating the clutch, gears, and accelerator) and taught you these smaller steps in the appropriate order. Learning took place faster and with far less trouble if the person who was teaching you 1) broke the process down into small enough steps and 2) taught you these small steps in the proper order. However, if that person did not do these two things, you undoubtedly had more difficulty learning to drive, became frustrated, and felt like a fish out of water. The person trying to teach you probably became impatient at what **he saw as your inability to learn, and you may have felt like taking the gear lever and hitting him over the head with it!**

Sometimes children feel just as frustrated and feel as though they have failed, when actually what has happened is that **we** have failed in breaking the task down into small enough steps to help them learn. YOU HAVE TO TAKE LITTLE STEPS FOR LITTLE FEET!




THE FAMILY CIRCUS
By Bil Keane
THE TAG GOES IN THE BACK-- TAG IN THE BACK.
ZIPPER IN FRONT--ONE LEG IN AT A TIME.
I DRESSED MYSELF 'ZACTLY LIKE YOU TAUGHT ME, MOMMY, BUT I HAVE ONE SOCK AND SOME UNDERPANTS LEFT OVER!
TOES IN FIRST, THEN, PULL THE SOCK OVER YOUR FOOT...
START WITH THE TOP BUTTON IN THE TOP HOLE...
AROUND AND OVER, UNDER AND THROUGH...
1-25

Your child also needs to learn many things in an orderly step-by-step fashion where one small step builds upon another. If you attempt to teach skills which are too difficult for him, he will become frustrated and may want to escape from the learning situation. If you try to push him too fast from one skill to another, without allowing him sufficient opportunity to practice his new skill, he will have more difficulty in learning the next step. He will also have greater difficulty coordinating the various steps into a smooth skill. You can provide a great deal of help to your child if you can break down learning tasks into their small steps and then help your child learn each small step until he can do the whole task.

Let's take an example of a simple task and break it down into small steps so it is less complicated for the child:

Goal: Tooth brushing*

Steps:

1. Pick up toothbrush and turn on water
2. Wet brush under running water
3. Squeeze toothpaste on brush
4. Brush back and forth on top of lower back teeth
5. Brush back and forth under upper back teeth
6. Brush down all upper teeth
7. Brush up all lower teeth
8. Rinse mouth with water and spit out
9. Rinse toothbrush
10. Hang brush up

*from **Managing Behavior #4** by Marion Panyan.

As you can see from this example, a simple task such as brushing one's teeth is really a series of small steps which are combined together into a whole. With a little thought, you can visualize the various steps involved in brushing teeth, and you can write these steps in an orderly step-by-step fashion as was done above.

Although it is good to be able to break a task down into its smaller steps, it is even more useful to be able to **think** in terms of the steps you want the child to learn on a weekly basis, leading up to the final behavior. Let's take another example the necessary steps in learning to hop on one foot:

Learning to hop on one foot requires three things

1. Balance on one foot.
2. Hop in place.
3. Hop forward.

Some of the steps in the following breakdown refer to teaching each of these behaviors.

Goal: Hopping on one foot without aid, a distance of 10 feet.

Present Skill level: Child can stand on one foot for three seconds while holding onto parent's hand.

Steps:

Standing on one foot	1. Will stand on one foot for 5 seconds with physical (parent holding child's hand) aid. 2. Will stand on one foot for 5 seconds with minimum physical aid. 3. Will stand on one foot for 5 seconds without aid.
Hopping in place	4. Will hop in place in imitation of parent model, with physical aid (holding onto a table). 5. Will hop in place without aid.
Hopping forward	6. Will hop a distance of 5 feet, with physical aid (parent holding hand). 7. Will hop a distance of 5 feet without aid. 8. Will hop a distance of 10 feet with physical aid. 9. Will hop a distance of 10 feet without aid.

As you can tell from the above example, many of the smaller steps in teaching the child to hop on one foot are differences in the *amount of aid* that the child needs in order to learn the next step in the sequence. Steps 1, 2 and 3 show the different kinds of aid used to teach the child to balance on one foot. Steps 4 and 5 show the aid used to teach hopping in place. Steps 6 through 9 are teaching steps which require the child to hop farther with less aid. Breaking tasks down into smaller steps is often a process of finding the right amount of physical, verbal, or visual aid the child needs in order to learn. (You may want to review the handout *Aids to Use in Teaching.)* Not all children will need the same kind or amount of aid in learning the final behavior; some children will learn faster than others and need fewer steps to learn the task. You need to individualize each task breakdown to meet the needs of *your* child; you know him best and can gear the steps to meet his learning needs.

We would like you to break a task down into smaller steps. Please choose a motor (physical) or self-help activity and break it into 5 to 7 steps. Remember that a breakdown involves two separate processes: (1) breaking the final task into the smaller steps that make up the task (especially in the motor or self-help areas), and (2) listing the different kinds and amounts of aid that you could use to teach the task. Some behaviors you might want to break down are: tying shoelaces, skipping, buttoning, walking on a balance beam, or one of your own choosing.

Goal: _____

Present Behavior: _____

Steps: _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

SMALL STEPS IN LEARNING

When you select a goal for your child, do you automatically begin to think about the small steps that your child will have to learn before he masters that goal? Good job! You have discovered that your child is more likely to succeed when the skill is taught in an orderly, step-by-step fashion.

In the previous handout on breaking tasks down into small steps, you learned that motor (physical) or self-help skills can be easily broken down into small components of the *same* behavior. Then different amounts of aid can be provided to help the child learn these sub-parts that make up the goal behavior. Usually, the smaller steps of a motor or self-help skill resemble the final behavior. For example, the child who is learning to hop must first learn to balance on one foot, then hop in place, and finally hop forward on one foot for increasingly greater distances. Different amounts of aid can be provided to help the child learn each sub-part.

With other skills, however, especially skills in the Cognitive (Academic) or Language areas, you have to break the goal behavior into other behaviors that will lead up to the goal behavior, but are not the same as the goal behavior. For example, the skill of naming a circle, square, and triangle can be broken down into the behaviors of sorting and matching the shapes, pointing to the shapes when they are named, and finally the goal behavior of naming them. Let's look more closely at this example.

Goals: Child will name circle, square, and triangle.

Present Skill Level: Child places circle, square, and triangle puzzle pieces into the correct spaces of a 3 piece (formboard) puzzle.

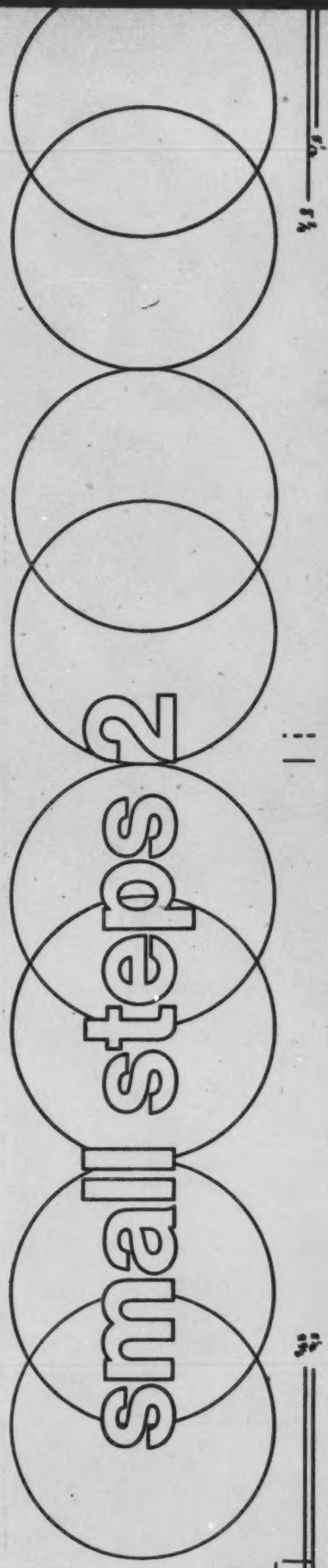
Steps:

Sorting or Matching
1. Child will sort (or match) different sized circles, squares, and triangles into 3 piles of the same kind of shape **with verbal cues.**
2. Child will short shapes **without aid.**

Pointing
3. Child will **point** to a circle upon request when shown circles and squares **in imitation of adult's model.**
4. Child will **point** to the named shape (either circle or square) when shown circles, squares, and triangles **in imitation of adult's model.**
5. Child will **point** to the named shape (circle, square, or triangle) **without aid.**

Naming
6. Child will **name** the "circle" and "square" and "triangle" **in imitation of adult's model.** ("What is this? This is a triangle!")
7. Child will **name** the 3 shapes **when told the first part of each name. ("This is a sq———.")**
8. **Child will name the 3 shapes without aid.**

As you can see from the above example, before we expect the child to independently name the shapes, we have him perform easier behaviors of matching, sorting, and pointing to shapes. For each of these related behaviors we provide the child with the type and amount of aid that he needs to succeed. Providing the right type and amount of aid is very



important in teaching the sub-parts that lead up to learning the goal behavior.

Let's take another example, and again use different kinds and amounts of aid to teach steps (behaviors) that eventually lead to the goal behavior. **Goal:** Child will name red, blue and green.

Goal: Child will name red, blue, and green.
Present Skill Level: Child can match (or sort) the colors.

Sorting or Matching
1. Child will **match** red, blue, and green **without aid.**

Matching
2. Child will **point** to red, blue, and green upon request **with physical aid.**

Pointing
3. Child will **point** to red, blue, and green **in imitation of Parent's model.**
4. Child will **point** to red, blue, and green upon request **without aid.**

Naming
5. Child will **name** red, blue, or green **with verbal model** ("This is red. what color is it?")
6. Child will **name** red, blue, and green **given a choice of two colors** ("Is this red or orange?")
7. Child will **name** red, blue, and green **given beginning sound** as a clue ("This is gr———"),
8. Child will **name** red, blue, and green upon request **without aid.**

Clearly, there are a number of possible different steps listed between the present skill level (Step #1, matching red, blue, and green) and the goal behavior (Step #8, naming red, blue, and green without aid). Some children would be able to skip many of these steps, but other children would require each of these steps in order to learn to name these colors correctly. The trick (what you're learning to do!) is to find the right kind and amount of aid to use with your child as you break skills down into their component parts.

Now, we would like you to practice this procedure of breaking skills down, using either a Cognitive (Academic) or Language Skill. Some suggested tasks might be a) names big and little, b) names animals as belonging to either farm animals or zoo animals, c) names five letters of the alphabet; or choose your own task.

Sorting or Matching
1. _____
_____
2. _____
_____

Pointing
3. _____
_____

Naming
4. _____
_____
5. _____
_____
6. _____
_____

Problem behaviors can be broken down into steps, too. In these cases you must decide what it is that your child is not doing now. Then decide what it is you would like him to do. For example, your child does not sit down at the table to work with you, but runs around the room instead. You want him to sit down, have his hands still and look at you. You could use the following steps to teach him these behaviors.
1. Child will sit in chair for 2 minutes with physical help.
2. Child will sit in chair for 2 minutes with verbal reminders.
3. Child will sit in chair for 3 minutes. (Increase minutes in chair to the number you want.)
4. Child will sit in chair with hands still for 3 minutes.
5. Child will sit in chair with hands still and look at you for 3 minutes.

You will need to increase the number of minutes he sits in the chair very slowly. When he sits in the chair without reminders then you can begin requiring him to keep his hands still and to look at you. Of course, while you were teaching him these things you would also be presenting an activity to him. If you don't, you won't have too much success. How long would you sit at a table with nothing to do? Some children need to be taught these behaviors before they can learn other skills. Because sitting and looking are difficult for these children, they will need very small steps to learn to do so.

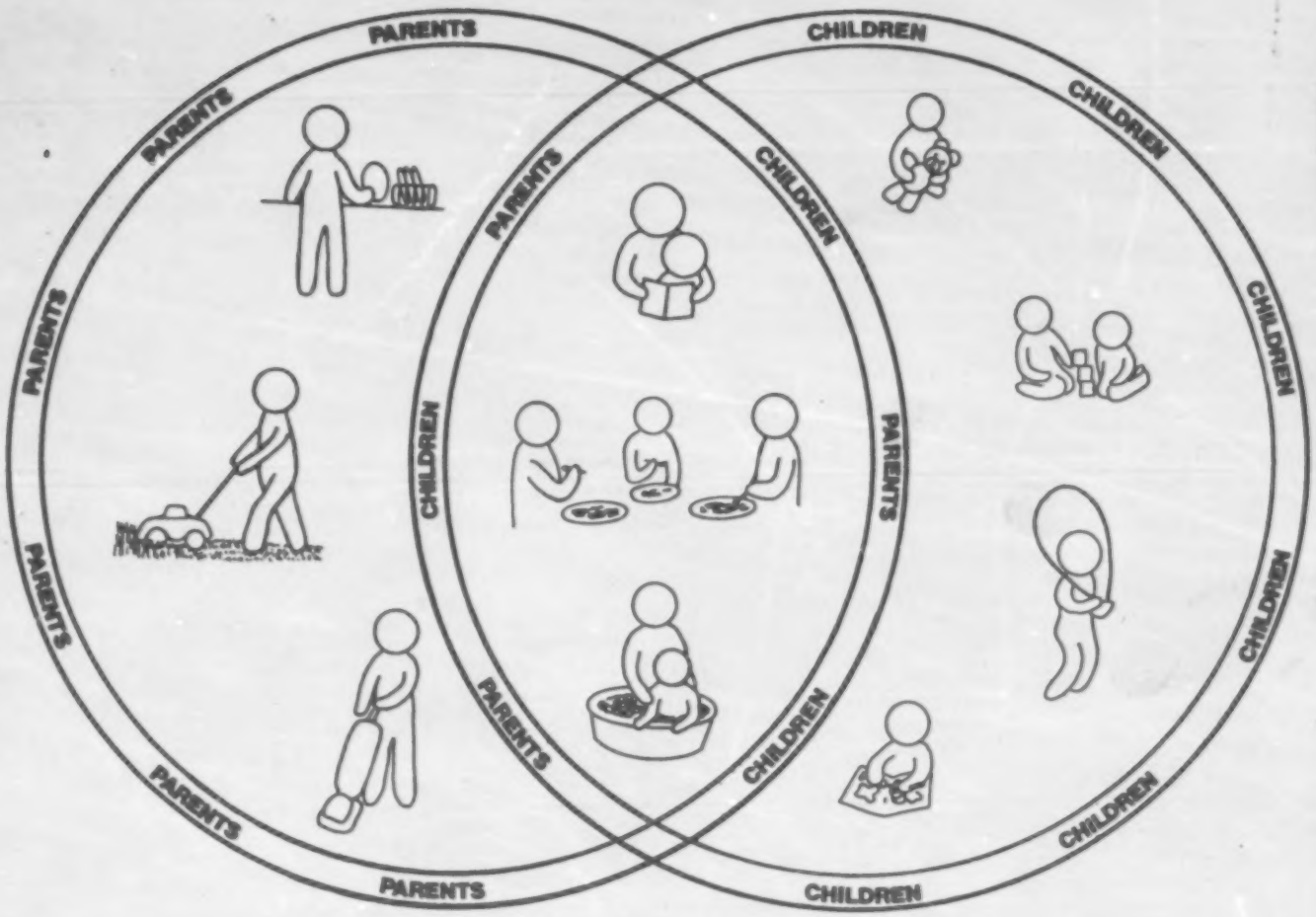
"Wowee! School was tough today! We tried to learn the first two lines of 'Here Comes Peter Cottontail'."

Once you've learned how to break tasks down, you can use this skill to help with your child's learning both in and out of school. Whether your child needs to learn each small step of

a goal behavior or whether he could learn the entire skill by simply watching you model it for him, depends upon *his* learning needs and the kind of skill to be learned. Some children need to have tasks broken down into very small steps in order to learn skills; other children are able to learn skills in larger steps and don't require as fine a break-down. Being able to fit the appropriate sized step to meet your child's needs not only helps *him* learn faster and with fewer difficulties, it also helps *you* become less frustrated and impatient with your child. Too often as teachers and parents we become frustrated with our children's learning because we have not broken the task down into small enough steps and then we lose patience with our children for having difficulty with a task that is too hard for them. Rather than becoming impatient, we should look at the task and see where our child is having trouble and then try to break the task down into an easier step so that he can suceed, be reinforced, and find learning a fun experience. By having a successful and rewarding learning experience with your child, you give him a gift that he can keep and use for a lifetime.

Thanks for reading me!

YOU ARE GOING THROUGH SMALL STEPS IN LEARNING BY READING EACH OF THESE ARTICLES



INTRODUCTION TO EXPANSION, PLAY AND MATERIALS

The time you spend each day working on your child's prescribed activities is not the only time you are a teacher and your child is a learner. Likewise, the goal of the parent program is not to give you skills that can be used only during that brief period of time. You are a teacher and your child is a learner throughout the day. There are routine activities in your home that can serve as learning experiences for your child. You can use your teaching skills in these situations, but first you need to be aware of all the opportunities available to you.

Let's look at what's happening in your home. You have daily and weekly activities that you do. You work, your spouse has a job, and you probably both have time that you spend relaxing and socializing. Your child has a routine as well. His consists primarily of play. He too spends time relaxing and socializing. There is a certain amount of overlap between your routines and those of your child. Part of this overlap is child care. You have meals together and maybe you help to dress and bathe him. You spend time working on his prescribed activities that the instructor leaves.

When your child was an infant there was a greater degree of overlap. Newborns can't do anything for themselves; as a result, much of your time was required to hold and feed him every four hours, diaper, dress and bathe him. As children become more independent and require less care, the amount of time spent directly with them decreases. When you look back on it you probably think ". . . and thank goodness for that!".

Even though your child is less dependent on you, he still needs your attention. Your 3, 4, or 5 year old might think you had really had a rough day if you started cooing, gurgling, and tickling his chin like you did when he was 4 months old. However, his need for attention is no less than it was at that time. What is needed is a way for you to give him attention that is pleasant and rewarding for both of you. The way to accomplish this without interrupting your established routines is to involve your child in *some* of your activities and for you to get involved in *some* of his play. Obviously, there are things you prefer to do without your child and your child needs to have time to play without your involvement. There are occasions, though, when the two of you can do these things together. Such occasions can be used to give your

child the attention he needs and to provide additional teaching and learning opportunities.

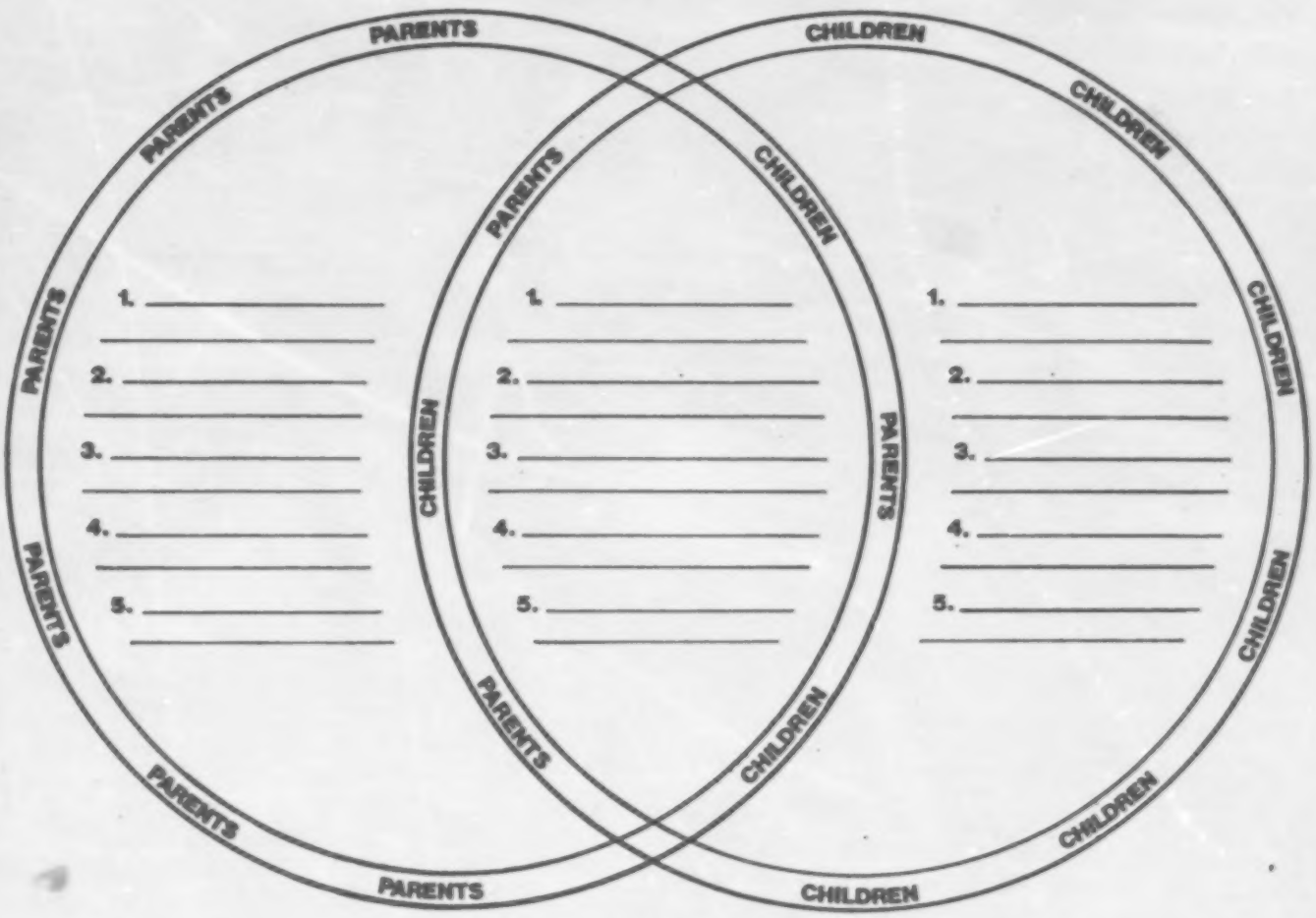
There are three things you need to be aware of to accomplish this goal.

1. Your routine: what things you regularly do on a daily/weekly basis.
2. Your child's routine: what activities does he do on a daily/weekly basis.
3. How to use these activities as learning experiences.

The illustation on the front page of this section shows what some of your routines and those of your child might be. There is a section where the two overlap. There are times during the day when you and your child are both involved in the same activity. Perhaps you already are involving your child in some of your daily activities — (let him help with the dishes) and get involved in his activities (spend some time playing with him).

The next three articles you will be asked to read deal with this "overlap" time. The suggestions in the handouts will help you to choose those activities that you can involve your child in, show you how you can choose play situations, and discuss a method for making these interactions beneficial for both you and your child. In most cases this won't mean spending more time, but behaving in another way during this time. These articles will help you to use this time to create a pleasant and rewarding parent-child interaction in which you can practice skills already learned and teach your child new skills within the framework of routine activities.

To start out this process, we would like you to fill out the following chart. Write in your routines, your child's routines and the things you presently do together with your child.



EXPANSION

Adults speak differently to a preschool child than they do to adults or older children. When adults talk to small children they use short sentences and simple words. You don't say, "Deposit your possessions in the container in the corner of this room." to a young child. You, as well as most adults, would say, "Pick up your toys." You talk to your child this way because you know he doesn't understand long, complex sentences. You speak to him in the language you think he will understand. These changes in your speech are made naturally and children as young as three will often do the same thing when they speak to even younger children. This simple language helps your child learn about his world and how to understand and produce speech. When your child begins to speak in longer sentences with new words in them, you make your speech to him more complex. In this way, you are always modeling more complicated sentences and new words for him. Using simple sentences and words is an effective way to teach your child to speak and to understand what is said to him.

The *things* you talk about are as important as the *way* you talk to your child. By paying attention to what we say and how we say it, thousands of everyday events can become important learning experiences for our children. Preschoolers are always starting conversations with adults and use many strategies to keep these conversations going.

Most of these strategies involve question asking. One of the things children learn about their language is that a question gets an answer. The first question children learn to use is the *what* question: "What's this?" or "What are you doing?". *What* questions can be answered with a word or two: "A chair." or "Cleaning." Sometime later they learn to use *why*. Why is a better question to ask than *what* because the answer to a *why* question is an explanation and, therefore, it keeps adults talking longer. Here's an example of how it works.

CHILD	PARENT
"What ya doin?"	"I'm cleaning."
"Why?"	"Because our living room is dirty."
"Why?"	"Because you and your brother ate popcorn in here last night. It spilled all over."
"Why?"	"Because you weren't very careful."
"Why?"	"I don't know. I asked you to be careful."
"Why?"	"Because I don't like it when you make a mess."
"Why?"	"Because then I have to clean."
"Why?"	"Aaheee!!!@@#**!"

expansion

If the **why** approach loses its effect, children use different strategies. Another common one is to repeat what the adult has said in the form of a question. Here's an example:

CHILD	**PARENT**
"I like you and you like me, Right?"	"That's right, I like you."
"You like me, right Daddy?"	"That's right, I like you. You're a good boy."
"I'm a good boy, right?"	"Right, I like you."
"I like you and you like me, Right?"	"That's right."

AND SO ON . . . . .

These examples illustrate that children do like to talk with adults and have ways to keep these conversations going. The ways in which children do this can become frustrating for adults and are not very informative for children. **Expansion** is a way to carry on conversations with children that can be less frustrating and more informative. **Expansion means using part of what your child says and adding something to it.** Most parents use expansion frequently when their children are 1½ to 2½ years old. You probably remember doing it with your child.

CHILD	PARENT
"daddy car"	**"Daddy's going bye-bye."**
"daddy"	**"Those are daddy's shoes."**
"shoe"	**"There are your shoes" or "See, Tommy's shoe."**
"more"	**"Want more milk?"**

In these examples, the parent is using the child's word(s) and then giving him additional information about the topic.

Shortly after this, the child will begin to ask *what* questions. If we limit answers to these questions to simply telling the child a name for an object or action, we are limiting the information we could give. Children need to learn more than the name of an object.

Perhaps you've never really thought about the things a child has to learn about objects. The child doesn't just see something like a block, learn its name, and know all about it. He has to play with it and find out things through his experience with it.

Consider a common object like a block. Here is a partial list of the things a child learns about a block.

1. Blocks come in different colors.
2. You can stack them.
3. They fall over if you push them.
4. You can't put things in blocks.
5. Blocks aren't all the same — they're different sizes and shapes.
6. You can build different things out of blocks — houses, towers, bridges.
7. Blocks don't roll like balls do.

This list doesn't even cover half of the things a child can learn about blocks. Think about a common activity like taking a bath. There are many things to be learned about that, too.

1. You put water in the bathtub.
2. When you turn the faucet water comes out.
3. The water can be warm/cold.
4. The water can come out fast or it can just drip.
5. When you put soap in the water it makes suds/bubbles.
6. You can splash water.
7. The wash cloth is dry, but when you put it in water it gets wet, too.
8. Soap is slippery.
9. When you put soap on the wash cloth, the cloth gets sudsy — if you put it on your hands, they get sudsy.
10. When you open the drain the water goes out.

Some of these things just seem to be so obvious to us as adults that we don't even think about pointing them out to a young child. Yet, he needs to learn all these things, as well as the object's name. Talk about them, show him, point them out to him! Help him learn all about his environment. This is beneficial for all kids, but especially for a child who is having difficulty in some areas of development because he may not always actively explore his environment and thereby learn as much about it as he could.

Your child may no longer be talking like this so it would not be appropriate to respond to him as in the example. However, you can use expansion in other ways with older children. One way of using it is to practice skills the child already has and to give new information. Here is an example of how expansion could be used in the same situation as the **why** strategy was earlier.

CHILD	PARENT
"What ya doin?"	"I'm cleaning - vacuuming."
"Why?"	"Because it's dirty. I'm vacuuming under the chair. Now where am I vacuuming?"
"By the table."	"Right. What's on the table?"
"Flowers."	"Right. The flowers are pink. What color are they?"
"Pink."	"Good. How many flowers are there?"
"Three."	"Let's count again. 1-2-3-4."
"1-2-3-4."	"Four flowers!"

Another way to use expansion is to associate the things that your child talks about with other objects and events that may be either new or familiar to him.

CHILD	PARENT
	"What color is this cup?"
"Red."	"Good. The chairs are red, too. Can you think of anything else that's red?"
	OR
"Look, there's an airplane!"	"It's like an airplane, it's a helicopter."
"A helicopter?"	"Right. We saw one at the airport, remember. Joey has a toy one, let's look at it when we get home."

This procedure can be used to involve your child in common daily activities and make them a learning experience. When your child is in the kitchen while you are cooking something, involve him in the activity. Make it a learning experience for him. Let him name the ingredients as you use them or name them for him. Let him feel them and tell you if they're wet or dry. Let him taste them and tell you how they taste or give him names for different tastes. Let him help you measure a cup full or half a cup. Have him count as you put in 1 or 2 spoonsful or eggs. Let him tell you how the dough looks, feels, tastes, before you bake it and after you bake it. Let the child lead the way. All of these things could be worked around his speech.

Make use of common activities like these to practice skills your child has learned. If new skills aren't practiced they can easily be forgotten. Also use these activities to prepare your child for new skills he is ready to learn and to actually teach them.

You can use expansion in situations where you must be involved with your child, during your routine activities when you choose to make him a part of them, or while playing with him. In any of the situations, the following ideas can be discussed. Of course, some will be more appropriate than others to use with your child because of his age or ability level.

1. **Talk about objects**
   - Name
   - Use
   - Feel
   - Taste
   - Color
   - Size
   - Shape
   - Weight
   - Made of
   - How it is like or unlike another object
   - What would happen if. . . .
     - you put in water
     - you tried to sit on it
   - What would happen if. . . . .
     - it was made of something else?
     - you pounded on it?
   - How could it break?
   - Where could you get another?
   - How could you make one?

2. **Talk about activities**
   - The name of the activity
   - Why you're doing it
   - How you do it
   - All the things you need to do it
   - Why you need all those things
   - What would happen if you did it a different way
   - Other things that are done the same way
   - What happens when you do each step
   - What would happen if you didn't do that step.

Your assignment is to show a balloon to your child and talk about it before you blow it up. Try to include all the things listed under **Talk About Objects** that you can. Blow it up, but don't tie it. Talk about as many of those things listed under activities as you can. Now blow up the balloon and tie it. Play with the balloon in any way you and your child care to. Go back through the two lists and talk about how these things may have changed after blowing it up or when it wasn't tied and when it was.

Remember, you want to create a pleasant interaction with your child; don't bombard him with all of these questions (expand until he bursts). Try to present things as suggestions or point things out to him in a conversational way. Better yet, if your child is old enough, prompt him to try to discover some of these things himself. Now that you have had some experience with the use of expansion, choose another object or activity and try it again!

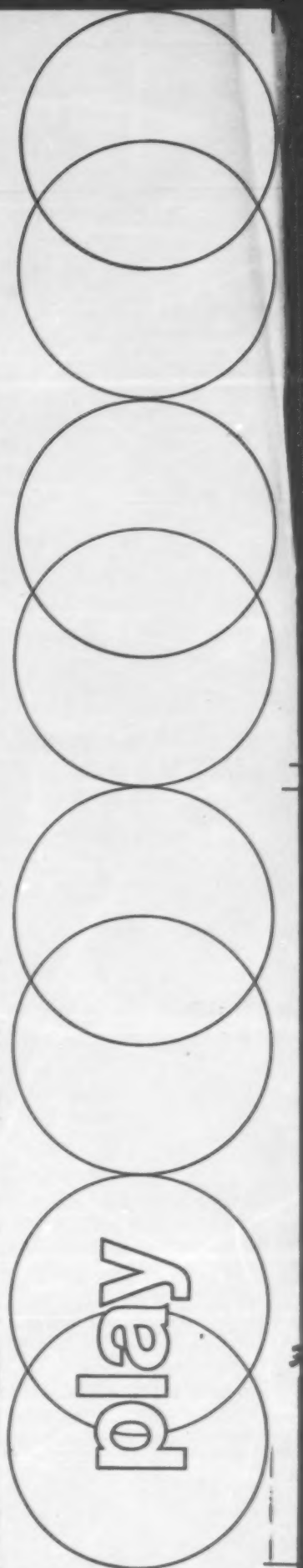
PLAY: A LEARNING EXPERIENCE

All children play. They may play with different toys and have different ways of playing, but they still enjoy it and spend much of their time engaged in it. Play is fun and rewarding. Because children are highly motivated when playing, it is one of the best opportunities to learn. Through play, your child practices skills he has already acquired and learns new ones. **Playing is a skill and, like most of the other skills, your child has learned to how to do it from you.** When your child was a baby, you handed him rattles to hold, encouraged him to reach for and play with mobiles, and did routines like peek-a-boo and pat-a-cake with him. Though these are all forms of play they also teach skills like coordinating looking at and reaching for things. This skill is basic to many of the rest of the skills your child has now developed. Imitation, as you taught it through peek-a-boo, is an important skill, because when a child can imitate he can begin learning new skills on his own. From this beginning, your child developed independent play skills. He can now find toys to play with and possibly even make up games of his own.

Getting involved in your child's play now can provide even greater opportunities to help *guide* his learning. When you do get involved keep in mind these very special things about your child's play. **Play is his invention—he does what he enjoys doing and he follows his own imagination and interest.** Therefore, when getting involved with your child during play it is important to let him lead the way. Your role is to cooperate with his activity and direct him toward learning experiences. This can be accomplished by suggesting new ways to play and providing additional information about his world and the things in it. Be a part of his play, but avoid structuring it to the point where it is your invention and not his.

How Parents Can Be Involved In Play

The most important point about playing with children is that it should be comfortable for both the adult and the child. If you are not used to getting involved with your child when he is playing the first point to remember is to "come on" slowly. Your child may well not appreciate it if you barge in and start giving him directions. Start by just playing beside him, doing whatever he is doing—building with blocks, coloring, playing with toy animals. Then talk about *what you are doing*. Avoid giving him directions about how to play or what to do. When your child is comfortable with your talk about the things you are doing, begin commenting on *what he is doing*. For example, if the two of you were building with blocks, at first you would talk about what you had made with your blocks, later you would start to talk about what he is making. This means just describing what he is doing, not directing him to do a certain thing. When the child is comfortable with this, conversations may develop and he may then start directing the play. This can be very reinforcing for children because it is not often that they have the opportunity to direct an adult's activity. You might become involved in building something together. Don't feel as though you cannot make any



suggestions — you can. Just keep in mind that they should be *suggestions* and your child can choose to follow or not to follow them. You can gear your conversations to providing information for your child. Use the techniques listed in the handout *EXPANSION*. Just remember to limit your participation to whatever your child is comfortable with. If you try to be too directive, give too many commands, and ask too many questions, your child will only tune you out.

"But, on the box it shows mothers and fathers playing, too."

The best time to get involved in your child's play is at a time when he demonstrates that he would like your attention. Unfortunately, it is not always possible to drop whatever you are doing and play. In some cases, it is helpful to set aside a special time each day to play with your child. It can become part of your routine, just like working on his prescribed activities is. This time can be used in many different ways; here are just a few possibilities.

1) Spend this time teaching your child a game that he cannot yet play without adult supervision. For example, card games and various board games could be used. If you don't have any of these available, you could even start by cutting out pictures and making a special game of your own. Pictures of matching objects could be pasted on index cards to make a concentration game. Use a large sheet of paper and make squares of different colors for your own board game. Either shake dice or draw a number to move button markers. Games like these provide opportunities to learn colors, counting skills, and taking turns.

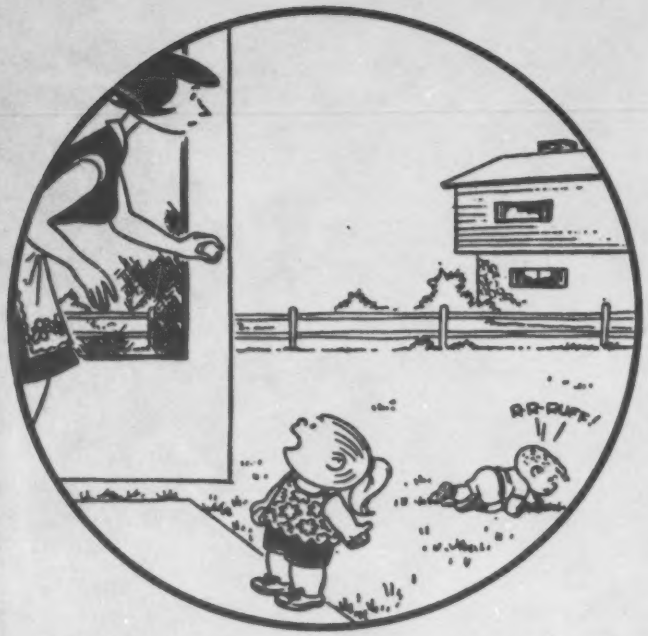
2) Most children enjoy "rough house" types of play. Go outside or to an appropriate room of the house and do some tumbling, wrestling, or "tricks" with them. Through this activity children learn motor coordination for skills like running, jumping, hopping and climbing.

"Gee, Mommy, sometimes you're real nice — just like a sitter!"

3) Save a special material to play with at this time. Get out some old clothes or hats and play dress up. Save some old cardboard boxes to make a train or a fort. This provides an opportuity for your child to use his imagination to invent games and think of different ways to use materials.

4) Children also enjoy some "messy" activities. If they engage in them without supervision, things can get out of hand. If you play too, though, you can help monitor and keep things under control. For instance, if playing with water, use old plastic containers. Fill them and try to fill others to the same line. Pouring and measuring provide opportunities to learn motor skills and language skills such as the meaning of words like more, enough, and the same amounts.

5) You can provide materials for your child to play with that will encourage him to learn or practice a specific skill. When you introduce the materials to him, you can model a particular way to play with them, but don't force him to use them in that way. If he discovers a way to use them that he finds more interesting, allow him to do so. Perhaps after he tires of his method, he will try out yours. Remember, play is your child's work. Let him approach it in the way he chooses. In a formal teaching situation, you can and should insist the he does what you want. When playing, though, allow him to be in charge. For example, if a goal of yours is to have your child match objects of the same size, you could encourage him to practice this skill by giving him plastic bottles of varying sizes and the covers for them. You can model putting the covers on the correct bottle and try to get him to do the same. However, if he wants to stack the lids according to size, let him do that. He may not be learning the exact skill that you pinpointed, but he is learning a skill that is related.



"He's being a doggy, Mommy. If you want him you have to say, 'HERE BOY'!"

6) After children reach the developmental age of 2½ to 3, a favorite kind of play is make-believe. They pretend they are cowboys, animals, or a person in any role they admire — entertainers, etc. Many times they enjoy having adults join in. Let the child direct you in a role he chooses for you. Playing along with it can be enjoyable for you too.

Children can and do learn many things by playing whether or not an adult is involved. However, because children are very enthusiastic about play and find it very rewarding, it can serve as one of the best opportunities to help a child learn more things. When you are comfortable playing with your child you can use this natural process to teach him and make learning fun and appealing. Learning should not be tedious or boring. If we utilize the play process to accomplish our teaching objectives, we can make learning more reinforcing for children and experience the extra benefit of enjoyable interactions with them.

What are some of the things your child does as he plays each day? Perhaps he colors, plays house, or uses tinkertoys. List two specific play activities that your child enjoys.

1. _____
2. _____

Choose one of the above play activities and list some potential learning activities and experiences that we, as teachers and parents, can utilize to develop new skills.

PLAY ACTIVITY: _____

Socialization: _____

_____

Self-help: _____

_____

Motor: _____

_____

Cognitive: _____

_____

Language: _____

_____

Now let's reverse the procedure. What if you intend to teach your child a specific skill? How can we make the learning process interesting for your child? What play activity or game can you think of that will help teach your child the following?

1. Color names
   a. Candyland
   b. _____
   c. _____
   d. _____
2. Shapes
   a. Make cookies that are the same shapes you intend to teach your child.
   b. _____
   c. _____
   d. _____
3. Counting
   a. Count steps as you go up and down.
   b. Count forks as you set the table.
   c. _____
   d. _____

USE OF HOUSEHOLD MATERIALS AND ROUTINES IN TEACHING

Children learn from the things around them. They learn through seeing, tasting, hearing, smelling, and touching the objects in their surroundings. Children can learn by merely playing with an object by themselves, but their learning is helped if the parents(s) provide guidance by modeling, explaining, or giving aid to their child. For example, the child can play with a ball by himself and learn that he can roll it or throw it, it bounces, and that it is hard (or soft). However, he could learn much more if his parents tell him that the ball has a round shape, it's of a certain color, it's bigger than a marble, yet has the same shape, and so forth. The parents can build upon what the child already knows to increase his awareness and knowledge of the world and how things work. Such learning can take place anytime, anywhere. For example, children can and do learn things from watching their parents doing routine household chores. By watching a parent set the table, a child could learn the names of the various eating utensils and could observe the properties (size, shape, color) of the items. They can learn much more, however, if the parent actively involves them in the routine. For example, you might take advantage of setting the table as a time to work on the concept of shapes: the plates are round, the napkins have a square shape, but if you fold them you can make the napkin into a triangle. Setting the table also provides opportunities for teaching number concepts. Your child could count the number of people who will eat, make sure there is a plate for each person, or count the number of spoons, forks, and knives as well as how many pieces of silverware are on the table.

"Guess who set the table." 78

Once you become aware of these opportunities, you discover that it doesn't take much time or energy to make daily routine chores into potential learning experiences. There are household tasks that parents prefer to do without a child's help. It would be overwhelming for both parent and child if the child were to be involved in all routine chores. When choosing an activity to share with your child, keep the following points in mind.

"What do you want us to help you with after we make the beds, Mommy?"

Choose an activity that he can really help with. It may take a bit longer to complete your work with his assistance. His work won't be perfect, so choose a task that doesn't have to be done perfectly. The child needs to feel that he is your good helper, he won't feel that way if you re-do what he has done. You want the interaction to be pleasant; it will be if you can praise his work.

Choose an activity that can be a learning opportunity for your child. Virtually any activity has potential to be a learning experience. Try to think of skills to practice and things that could be learned from household activities. From these activities the child can learn that it is reinforcing to help with chores which can be a good base to teach him to accept responsibility for chores of his own when he is older.

Keep the interaction pleasant for both you and your child. Just as there will be times when your prefer to do your work without him, there will be times when your child will prefer not to be involved. On days when you are willing to share your activity with him, look for signs that he is interested in what you are doing. For example, if he is watching your work and asking questions or if he tries to get involved, pursue it. You can suggest that he help you out, but don't force him if he's not interested.

The above examples demonstrate that common household routines can be used as teaching situations.

In the example below, list the learning opportunities present.

Activity: **Doing the laundry**

1) sorting colors
2) possessives (daddy's, mommy's)
3)
4)
5)
6)

Now choose another routine household activity that you could involve your child in.

Actitivy: _____

_____

What leraning opportunities for your child are present?

1) _____
2) _____
3) _____
4) _____
5) _____

As you have seen, routine household tasks can be used as teaching situations. Also, common household *objects* can be used effectively as teaching materials. Unfortunately, there is a common, but misguided, notion that parents have to purchase "educational toys" or materials in order to teach something to their child. This idea is hammered into our heads by television, newspapers and magazines — to the benefit of the companies that make the "educational toys", the stores that sell them, and the groups that advertise them. With a little attention and effort, however, parents can identify things around the house which can easily be used as learning materials to assist them in teaching their child. If, for example, the parents are working on the concepts of *on, under,* and *next to,* they might have the child first sit *on* a chair, then crawl *under* the chair, and then stand *next to* the chair. Once the child has learned these posiitons and words in relation to himself, the parents could work on the same concepts using a box and a button (i.e., put the button *on* the box, put it *under* the box, put it *next to* the box).

Please list below some of the common household materials you have used to teach your child, and what it was you taught him:

Materials	Teaching Objectives
1)	1)
2)	2)
3)	3)

The same materials can often be used to teach different skills. Please list three different teaching objectives for each

of the materials listed; the first one has been completed as an example:

Materials	Teaching Objective
A) Plastic bowls of different sizes and colors	1) Counting
	2) Colors
	3) Big/Little
	4) Arranging by size
	5) Stacking
B) Silverware	1)
	2)
	3)
C) Food Containers	1)
	2)
	3)
D) Magazine Pictures	1)
	2)
	3)

Additionally, it is good to remember that if the child is not learning the skill you are teaching, it could be that the materials you are using are interfering with learning. A good example is where a mother was trying to teach her 2 year old child to put a block "in the cup". Every time the child was told to put a block in the cup, she picked up the cup and pretended to drink from the cup (something she was used to doing). The mother then switched to using an old coffee can and taught her to put the block in the can, and then swtiched back successfully to using a cup once the child could put the block in the coffee can.

The appropriateness of a material depends upon the child and his special needs. As in the above example, a cup would not work for this child. Another consideration in choosing materials is the child's present level of skill on a task. If the child is beginning to learn a skill, different mateials would be used than if he was near mastery. When starting to teach big and little, choose materials that differ considerably in size, but are otherwise the same (big chairs and doll chairs, a big comb and a little comb). Later on, use objects that do not have as large a size difference. If teaching the skill of naming sounds start with very familiar sounds that are quite different (a toilet flushing an a phone ringing). Gradually increase the difficulty of the task by changing the materials used (the lawn mower and a car engine). If teaching a motor skill like catching a ball, work with a large, light ball or a nerf ball before using a tennis ball or small rubber ball.

Even though having a child button his own clothes may be a final objective, the beginning step in the teaching process could be practicing on an old sweater with large buttons. If learning to tie shoes, he could begin shoe tying using a large shoe with a longer lace that's easier to handle.

When choosing materials, be sure to consider their effect on the task. Some materials make a task more difficult, others make it easier. Choose materials that provide the proper level of difficulty for your child.

Finally, it is often good to change the type of materials you are using to teach your child a particular skill. This not only can help keep him interested in the task, but it can also help him to "see" how the skill can be used in a variety of situations. There is no need to be confined to a single set of materials. Circles can be drawn with a crayon on paper, but they can also be drawn with a finger or stick in sand, with a finger in soap suds spread on waxed paper, or with a marker on old newspapers. All of these items are readily available in your home.

Please list some different household objects you could use to teach your child the following things:

Colors	1)
	2)
	3)
Shapes (circle, square, triange)	1)
	2)
	3)
	1)
	2)
	3)

"Look, Mommy! This one banana's smiling and this other one's sad."

Discovering unusual ways to use common materials in learning activities can be fun for both you and your child. If you use your imagination, you will be surprised at how many different things your child can learn from common household objects and activities, as well as the objects and events you and your child come across in town and the outdoors.

USE OF TIMERS

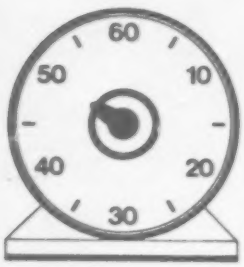
Time flies and a watch kettle never boils. As an adult, your perception of time depends on what you are doing. If waiting, time seem to pass slowly; If you have a lot to get done, it seems to go by quickly. Children have an even poorer concept of time. It no doubt drags by when they are waiting for your attention or for a promised event to occur. Your own experience with children probably confirms this. When you go on a trip, they start asking, "Are we there yet?" before you even reach the city limits. When you tell them, "We"ll go to the carnival at two o'clock", they keep asking, "Is it time to go?" or, "When will it be two o'clock?" You may put them off by saying, "Just a minute", or, "Can't you wait two seconds?" or, "If anybody else asks me, we're not going at all!!"

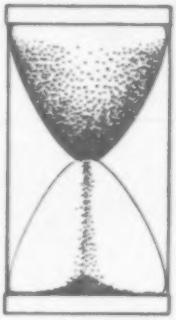
"No, we're not almost there. We've gone 35 miles and Grandma's house is still 465 miles away."

The frustration of these situations often arises from feeling as though you started out with good intentions. You tried to plan or do something that would be enjoyable for your children. You may have planned a trip to the park, bought *one* toy that you thought they would like and could share, or gave them a special privilege like being able to stay up an extra half hour. When all the nagging about, "When will we go?", the fighting over the toy, or the whining and crying when it was time to go to bed (even though you let them stay up later than usual) upsets you, part of the fun is lost. Sometimes you end up punishing your child when you intended to reinforce him. Have you ever felt this way and wondered what you could differently?

use of timers

Using timers like the one on your stove or dryer, an old alarm clock, an egg timer, or your kitchen clock can reduce these undesirable behaviors by helping your child to better understand time. When your child has to wait (for dad to come home, for cartoons, or to go somewhere) **set the timer on your stove to ring at that time.** First, set it for just a few seconds and let it ring so he knows what he will be listening for. Then set it for the required amount of time and let him know that when it rings the event will happen. Ignore any questions like, "When will it ring?" If nap time time is a problem, set the alarm or timer to get your child to rest on the bed with his eyes closed until he hears the bell. Hopefully, he will fall asleep. If not, at least he will be quiet and resting.





Use timers to signal a change in activity. When a child is involved in a play activity and is told to stop immediately and do something else, he is likely to resist the change. Rather than demanding that he put his cars away this minute and get ready for bed, tell him it is almost bedtime and as soon as the timer dings he will have to put the cars away. Giving the child some warning that the activity will change can help him make the transition. If told of the change in advance, he won't be as likely to argue with the timer when the bell tells him it is time to stop playing and wash hands for dinner. Whining and protesting will decrease if you insist on abiding by the timer, too.

Use timers to encourage sharing. Children often want to play with the same toy and do not understand any pleas to let Jan have it 5 minutes and then Jody can have it 5 minutes. There are always accusations such as, "He had it longer than I did" or, "It's not his turn yet; and the grabbing and tugging begins. Set the timer, explain the rules, and when the bell rings, you'll be surprised at how well they will share. The timer does it all without nagging or constant reminding. One of the children might enjoy holding the timer until it rings and then trading it for the toy when it's his turn. If using an egg timer, they can even set it by themselves.

Timers can be used to eliminate undesirable behaviors. If your child sucks his thumb or bites his nails, make a deal with him. If he can go for five minutes without sucking his thumb, then you will put a mark on his chart. When he gets ten marks, you will take him to the park. Do not scold or nag if he doesn't make it until the timer goes off. Reset the timer and try again. When he meets the five minute block, increase it to seven minutes and then up to a half hour and fianlly to a full day.

Habits like these are difficult to change and children initially need a high rate of reinforcement for not engaging in the behavior. You make it much easier for him when you expect him not to suck his thumb for five minutes than by telling him never to do it again. These short time periods also serve as a reminder to you to give him the frequent reinforcement that he needs.

Behavior management is not the only area in which timers can be effective. You can use them to **teach skills such as working longer at a task or being more independent in work or play.**

Some children have difficulty playing alone for a very long time. They may play for a few minutes at a time and then go to find mom for some attention or suggestions on what to do. If this is a problem with your child, you can set a timer and tell him that when it rings you will play with him for a few minutes, but you will do it only if he doesn't bother you. If he does interrupt, set the timer again. Frequent interruptions might be an indication that you are expecting too much of him. Try setting the timer for a shorter time period so he can be successful. The following method can be used with an older child who has work to do on his own, but doesn't get going unless someone is looking over his shoulder. Place a piece of paper on the table with ten squares on it. Tell the child if he is working every time the timer goes off, he gets to mark off one of the squares. When the squares are filled he can have a treat or whatever you decide. Set the timer for different amounts of time; for thirty seconds, then one minute, three minutes, then two minutes. He won't know when it will go off, so he must keep working to earn the points. The timer should be set for longer and longer times until he can work easily by himself.

A timer, and some "goodies" can be paired for a child who is particularly resistent to working for a period of time. Set the timer and tell the child he is to work until the bell rings. Give him his goodie for every correct response, but instead of letting him eat it, put it in a container so he can see it. He must keep responding until the bell rings before he gets the reinforcers in the container. Set the timer for very short periods the first few trials. Gradually increase the time periods. When this is successful, gradually decrease the amount of goodies.

Timers can be used to decrease the amount of time required to complete the task. A final step in teaching a skill can be to complete the activity in less time. For instance, your child may know how to put a puzzle together or string beads, but it seems to take him forever. In this case, you can have him race to finish before the timer rings or the big hand gets to the six. Keep in mind that you want to set the timer for the amount of time it now takes him to complete the task and then gradually reduce the number of minutes or increase the number of beads he must string.

This system can work with children who are pokey about dressing, eating, or bathing. Give them a certain amount of time to complete the task and reward them when they beat the clock. In this situation, you can also allow him a half an hour to spend at the task (taking a bath) and doing a preferred activity (watching T.V.). Explain to him that he must take his bath first and then he may watch T.V., but he only has a half an hour until bed time. If he takes too long in the tub, he won't have any time for T.V.

When using a timer there are some important points to keep in mind.

1. The timer can reduce nagging and questions only if you and your child carry out the agreed upon activity when it rings. This means that you must follow through with the contract you have made with your child. If you tell him that he must give the toy to his sister when the bell rings; then insist that he does it. Otherwise, he will learn that he can argue or refuse and the timer will not change his behavior. Regardless of the way the contract is arranged, you both need to abide by the timer.

2. When using a timer to increase the amount of time spent at an activity, initially set the timer for only a little longer than he presently works at the task. You want him to be successful, so arrange the amount of time to insure that he will be. To decrease the amount of time required to complete a task, set the timer for only a little less than the amount of time it presently takes him.

3. Gradually increase or decrease the amount of time. Don't expect him to work for 30 minutes if he only managed to work for 5 yesterday. Take little steps toward your final goal.

4. When you reach your goal, don't stop using the timer immediately. Gradually discontinue its use to maintain the behavior.

5. When using a timer, your goal is to change the amount of time required to do a task rather than teach a specific response. Therefore, you will record the number of minutes, not the correct and incorrect responses. Remember to record so you will know that your program is working and to determine when you can set the timer for more or less time in the future.

6. Try to anticipate the situation in which a timer will be useful. Avoid letting the trouble get started and then introducing the timer.

You can never change time; it marches on regardless of what we do. However, we can change how we use time and how we structure time for our children. By making time less abstract for children through the use of timers, we can help change some of the bad times to good times. There's no time like the present to get a timer and try it!

"Big hand's on twelve, little hand's on five. Time for cartoons on Channel Ten!"

1. List some behaviors your child presently displays which could be controlled by using a timer.

_____

_____

_____

2. Choose one of the items that you listed and describe how you would use the timer. Include the length of time for which you would set the timer and how you would reinforce your child.

_____

_____

_____

_____

_____

3. Briefly describe how a timer could be used in the following situations.

a) Tim is going to go along to the airport to pick up his grandmother. His mom wants to leave the house at 4:30. It's 3:00 now and Tim has been asking all day, "When can we go to get grandma?"

b) Lisa has a new toy today. It's 12:15 and she is very involved in playing with it. Lisa will have to take a nap at 12:30. What can her mom do now that may keep Lisa from making a fuss when it is nap time?

c) David knows how to dress himself, but he takes so long to do it in the morning that his mother usually does it for him. His mother works and needs to leave the house at a special time. Part of the problem is that David eats breakfast before he gets dressed and then usually watches cartoons for awhile. How would you change this by using a timer?

TEACHING: SUMMARY

Have you ever gotten a recipe from a friend and were really anxious to try it out, but after you started making the dish you discovered that some of the steps in the directions were missing? Perhaps the directions failed to tell you how much of a certain ingredient to use, what to mix with what, when to mix it, or at what temperature to cook the mixture. So there you are, up to your elbows with this goo you suddenly don't know what to do with. Frustrating isn't it! Worse yet, when you tell your friend the trouble you had, she's really surprised and can't understand why you had such difficulty. Typically what's happened is that your friend has made the dish so often that she's failed to explain certain steps to you in the directions that she's learned to take for granted.

Teaching is much the same. A good "recipe" for teaching requires that you have all of the necessary ingredients on hand and combine these ingredients together into a successful experience. Planning ahead of time what you are going to do and what materials you will need is important, as well as the timing involved in mixing in the different ingredients to successful teaching. With practice, many of these steps become second nature to you, but their importance never diminishes. Let's see if we can summarize the important steps you've learned about teaching **by** teaching your own child.

As you are well aware by now, the first step in teaching is to **have a well defined goal in mind; one that is specific and requires some response** by your child. If your teaching goal is not well defined in terms of the response you expect from your child, then you cannot evaluate whether your teaching has been successful. We can be certain that a child has learned through our teaching only if we can observe some change in his behavior. If, for example, we want our child to learn to button his shirt, then the change in behavior (response) we want is that the child will button his own shirt when he gets dressed. If there is no change in this behavior, then learning has not taken place.

teaching summary

Once you have a well defined goal in mind, you need to consider the steps your child may need to take before the goal can be reached and **select a specific teaching objective.** Perhaps the teaching goal can be reached quickly and simply and the goal and the specific objective are one and the same. However, with many tasks you may need to do a task analysis of your teaching goal, breaking that goal into smaller, more manageable (and teachable!) steps for you and your child. In our example of teaching buttoning, it may be necessary to first teach your child to button large buttons on a garment he is not wearing, then button the small ones on his shirt with physical and verbal aid and finally without any aid. Of course, each small step or objective you select should require some response on the part of your child so you can evaluate how effective your teaching is, and also to let you know when he's ready for the next step.

When you first start your teaching session, it is best to give your child a **short and simple explanation** of the task; but **be sure to model the correct response** for him — show him what to do and how to do it. Once your child is imitating your model, you can start to substitute other forms of aid such as a verbal, physical, or visual aid. As your child experiences success, you can **gradually reduce or fade out the aid** until he is consistently performing the desired response without aid. Remember to proceed with the learning sequence in small steps. One of the most common errors made when beginning to teach something new to a child is to expect too much from the child for too small a reward. We cannot expect perfect performance from the child from the start and we may have to **gradually shape the correct response by accepting small steps toward each objective.**

Having chosen a goal and a specific objective, the next step is to **select materials** that would be appropriate to help your child learn the new skill. It is good to change the materials that you use to teach the task, as well as select materials already in the home so your child learns to generalize the skill (that is, use it in different situations or with different materials). If you work with your child on a regular basis, it is best to **have a routine time and place** set aside during which there would be few distractions. It is also desirable to pick a time when your child is alert and ready to learn, avoiding trying to work when he might be tired or hungry.

The points made up to this time generally occur in the attempt to get the child to make the correct response. As you are well aware, there are several things that can be done *after* the child responds which will help the child learn. Of course, one of the most important of these events is to reward the child's correct responses. This is vital when the child is first learning a new skill as it motivates continued ef-

fort and will increase the likelihood that he will perform correctly in the future. It is also best to **reward frequently at the beginning, and then gradually thin out** the amount of reinforcement as the child learns the skill. If you use food or tokens as reinforcers, be sure to **pair enthusiastic verbal praise with the food or token rewards.** This will help insure that your child does not become dependent on the food or token reinforcers, as you gradually fade them out and he then responds correctly to the praise alone.

Whenever your child makes an incorrect response, remain calm and respond with an appropriate correction procedure. Correction procedures should give the child some amount of aid in order for him to produce the correct response. Perhaps the greatest amount of aid you could give him is to model the correct response for him again or actually physically guide him through the behavior. Small amounts of aid can be given through physical, verbal, or visual clues. **Avoid having your child practice incorrect responses.** It is better to give an appropriate correction procedure so that he is engaging in the correct behavior, than to ignore or reinforce his incorrect responding.

Ignore minor instances of misbehavior whenever possible, putting more effort on reinforcing your child's correct or desirable behavior. If, however, your child engages in misbehavior which you cannot ignore, then use either a response cost or time out system to reduce the rate of misbehavior. Stay calm whenever your child misbehaves, as you don't want to reinforce his misbehavior through negative attention. One of the best ways to avoid misbehavior during any teaching situation is to plan well ahead of time, providing interesting tasks and materials for your child. By making sure the task is neither too difficult nor too easy, you can avoid much unnecessary frustration or boredom which results in misbehavior.

Finally, **provide many opportunities for your child to use and practice his new skills.** Try to reinforce his learning by making the new behaviors a part of his everyday routine, and also by using opportunities in your everyday routine to practice his skills. Involving other family members in the teaching activities can also help the child learn the skill faster as well as maintain it once it's learned. A caution is necessary however: **Do not continue a teaching activity until the child looks tired or bored.** Stop while he is still willing to work. Do not try to get all you can out of him during a session. If he suggests stopping before you do, you may hve waited too long.

By observing these guidelines you will be blending in the necessary ingredients that go into a positive and successful teaching experience. You will avoid the experience of trying to cook a new recipe without all of the necessary ingredients or without the proper directions. You've already been doing it successfully!

Instructors Manual

portage parent program

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To Mr. Roy Durst, Agency Coordinator of Cooperative Educational Service Agency #12, and the Board of Control for their continuing support for Early Childhood Education and the development of the present materials.

PREFACE

In the early stages of the development of the Portage Parent Program, those intimately involved were infected by hope, enthusiasm, and a certainty that a home based, direct intervention parent training program could make a difference. After several years of work and experimentation, those feelings remain intact, although we have developed a greater appreciation of the diversity of strategies and skills required to individualize "parent training" for the wide variety of parents with whom we worked. The intrusion of reality in working with parents and "training" them in teaching and child management skills quickly eliminated any notions we had of developing a single set of materials or strategies which would be uniformly effective with all parents.

"Parent training" is in an important respect a misnomer. Each family is unique, and each set of parents we dealt with possessed different levels of skill and need. Our ingenuity in facilitating more appropriate interactions between parent and child has been, and will continue to be severely tested. But out of each crucible has emerged a healthy respect for the strengths and skills parents already have, as well as a greater repertoire of techniques instructors can utilize in working with parents. The term "parent training" continues to be used for ease of communication and because the *intent* of the program is to instruct the parent in more appropriate teaching and child management skills, in order to further the child's development. However, the *result* of the triadic interaction between parent, child, and instructor is that everyone learns from one another. Learning is taking place constantly, and occurs between all combinations of the triad and in every direction. It most certainly is not simply the unidirectional transmission of knowledge and skills from a teacher to a learner! We are all learners.

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INTRODUCTION

The crucial role parents play in the development and education of their children has long been recognized and asserted. Recently, empirical studies have not only confirmed this notion, but have further begun to carve out a technology of effective strategies for parents to utilize in educating and managing their children. Studies emanating from the behavioral analysis framework have been particularly fruitful as resources for practitioners who attempt to work with children through their parents. Indeed, the procedures and materials described here are derived primarily from the behavioral literature, and attempt to instruct parents in appropriate teaching and child management techniques.

These procedures and materials were developed, in part, as a result of a research grant awarded to the Portage Project, a home-based educational program serving preschool handicapped children and their families, located in Portage, Wisconsin. Emphasis was placed upon viewing parent-child interaction in terms of the Antecedent-Behavior-Consequent model, where parental antecedent and consequent events serve to evoke and maintain child behavior.

Home teachers who were involved with the research grant found the Antecedent-Behavior-Consequent model to be highly functional in terms of their analysis of parent-child interaction and in designing programs to enhance this interaction to further the development of the child.

One of the more interesting and heartening experiences home teachers have had using the strategies and procedures developed through the research project has been the positive way in which parents have responded. Parents generally have been receptive to the notion of identifying themselves as a learner of teaching and child management techniques, and most of them have responded well to the *Parent Readings*. Contrary to what some of us expected, most parents indicated that they wanted more discussion to occur between the home teacher and the parent regarding the various concepts and procedures; interestingly, it was sometimes the home teachers who were somewhat hesitant to initiate or sustain such discussions, as they did not want to appear condescending. This served to point out the inherent danger of assuming things about parents or attributing more to them than what is really the case. Indeed, with a few parents who seemed somewhat hesitant to take greater responsibility in the education of their child, we assumed a paradoxical strategy in response to this seeming parental reluctance and gave them even more control, to discover that the parents welcomed the opportunity! Perhaps as instructors we've conditioned parents into playing the dependent role, and are underestimating their ability to effectively assume more responsibility in planning and working with their children. If we can bring ourselves to provide parents meaningful opportunities to become better teachers, we may reap many pleasant and sometimes unexpected surprises.

However, the results obtained by and from parents have not been uniformly positive. A few parents remained intractable to the strategies and materials, despite every effort made by the home teachers and the resource staff. These parents gave form and substance to the idea that the procedures and materials are not a panacea! However, the overriding reaction from both home teachers and parents was that the Parent Program was quite effective, when individualized to meet the unique needs of each family. Parents did become more accomplished teachers and managers of their children, and home teachers had a means to individualize a training program and be accountible for the results.

The individual differences of parents obviously need to be taken into account in any parent program. Parents new to a program arrive with considerable variability in terms of teaching and child management skills. For the majority of parents, child management may not be a source of concern, and these parents can then concentrate on acquiring better teaching skills. For other parents, however, child misbehavior is a prime target for change, and attempts at instruction in other areas of development may prove fruitless until the parent gains better behavioral control over the child. Initial programming would s ess the development and implementation of effective child management techniques for this particular parent-child dyad. Once the parent was able to sufficiently control the child, programming in the various developmental areas could begin for the child, with the parent learning effective teaching techniques.

Whether parents begin their involvement with the parent training program in either the teaching or child management domain, or a combination of the two, each domain contains a wide assortment of skills and techniques. Parents will obviously differ in their level of proficiency along the array of skills comprising each domain, and the instructor needs to be sensitive to and accurately assess these individual differences in order to provide effective instruction. It is easy enough to agree that parents have individual differences that should be taken into account in an effective parent program, but it is quite another matter to have an appropriate means of assessing a given parent's baseline level along teaching and child management behaviors, provide an individualized program to meet the identified and agreed upon needs of the parent, and then evaluate the success of each objective before moving on to the next appropriate step. One would need, of course, some notion of what constitutes appropriate teaching and child management skills, as well as a system of assessing, evaluating, and recording parental behavior. It is hoped that the *Portage Parent Program* will provide an approximation toward these important goals.

Background

The parent training model and materials described in this manual are an outgrowth of a continuing project designed to serve handicapped preschool children and their families through a home based program. This program, the Portage Project, was initiated in 1969 as a result of funding provided by the Bureau of Education for the Handicapped through enactment of the Handicapped Children's Early Education Act passed by Congress in 1968. Designed to serve rural, preschool handicapped children and their parents through educational services provided by a home teacher in the home environment, the Portage Project has met with considerable success not only with the families served in the Portage, Wisconsin area, but also with a much

larger population of families served by over 30 replication sites throughout the United States. These replication sites represent a diverse assortment of administrative structures, funding sources, child populations, and cultural and ethnic groups. Viability of the Portage Model has thus been demonstrated beyond the confines of the characteristics of the setting, administrative agency, and population of families represented in the Portage Project's service area. Indeed, the results obtained from the Portage Project and the original replication sites led to the Portage Model receiving unanimous approval from the Joint Dissemination and Review Panel of the United States Office of Education in November 1975.

The home teaching process of the Portage Model (Shearer and Shearer, Exceptional Children, Nov., 1972) globally defines the basic interaction between the home teacher and the parent which is thought essential for successful programming. Four steps constitute this process:

1. *Teacher Obtains Post Baseline* — Assuming that the home teacher has left activities for the child the previous week, this step initiates the home teaching process. The home teacher presents the prescribed activity to the child and records the child's responses, to determine whether the child has acquired the skill as a result of the parent's teaching during the previous week. If the child has reached criterion, the next sequential objective is prescribed; if the child has not reached criterion, the activity or its presentation is modified and left in the home for another week.

2. *Teacher Presents New Activity And Records Baseline* — Once the status of the previous week's activities has been established, the home teacher describes the new activities and presents each task to the child while the parent observes. The home teacher records the child's baseline performance, and makes any modifications thought necessary to ensure success within one week.

3. *Parent Models New Activity* — After having observed the home teacher modeling the activity while taking baseline, the parent in turn models presentation of the activity for the home teacher. This allows the home teacher to observe the parent's teaching behavior, and provides an opportunity to reinforce positive aspects of the parent's performance and give corrective feedback for less desirable behaviors.

4. *Parent And Teacher Review Activity and Recording* — As a final step in the home teaching process, the parent and the home teacher review the activities that will be left in the home for the parent to work on with the child. The various components of the activities are discussed, and this review, along with the written Activity Charts, provide the necessary structure to enable the parent to independently instruct the child during the remainder of the week.

As can be determined from the above description, the home teaching process relies heavily upon modeling, discussion, corrective feedback, and written Activity Charts to provide the parents with the necessary skills to effectively instruct their own child. These procedures have been found to be quite successful as is evident in the consistently favorable measures of child progress obtained both in the population served by the Portage Project, and also in the children served by various replication sites. (Shearer and Shearer, 1972; Portage Project Progress Report, 1975).

Despite these favorable results, the findings were limited in that they documented the Portage Model's effect on the children served, but did not specify the effects, if any, on the parents in the program. This was considered to be a crucial question by the Portage Project Staff as the Portage Model attempts to meet the developmental needs of preschool handicapped children by having the parent teach their own child; the home teacher teaches the parent, and the parent teaches the child. Success of the Portage Model on the children served provided strong evidence that parents could indeed be taught to effectively instruct their own child. However, the great majority of activities were being prescribed by the home teacher who would model the appropriate techniques for the parent. The parent would in turn model the prescribed techniques for the home teacher, who could provide corrective feedback or reinforce the parent's appropriate behavior. The parent was then responsible for carrying out the prescribed activities (which ranged from 2-4 per week) during the remainder of the week and record the child's responses on a written Activity Chart. The Portage Model is, then, essentially a teacher aide model: the parent serves as a teacher aide, implementing the curriculum activities as prescribed by the home teacher. The responsibility for devising, writing, and evaluating the effectiveness of the instructional activities has been primarily that of the home teacher, with the parent occasionally providing essential information for the success of their child's program. Teaching parents has always been a primary goal of the Portage Project staff. However, the well defined strategies and accountability that was built into the model as it related to teaching children did not exist for teaching parents. Though the Project staff was convinced that parents did acquire teaching and management skills there was no objective way to account for the amount or type of skills acquired, nor did a systematic procedure for assisting the parent in learning or generalizing skills exist. None of this should be construed as being derogatory of the Portage Model as it has proven to be highly functional and successful for the children served. Parents have learned much from this paradigm, acquiring many appropriate teaching and child management skills. However, the fact remains that there has been no systematic effort to effectively instruct parents in these skills, and there has been no system to evaluate and account for the skills and knowledge parents were able to acquire by the process of osmosis. Most parents were capable and willing to faithfully follow through with these basic requirements. Many of the parents were also able to acquire specific teaching and child management teachniques through this process, which they were then able to utilize in later objectives for their children. A few parents appeared to acquire specific techniques and procedures which they were able to utilize not only with future objectives for the targeted child, but further seemed able to generalize these skills across non-prescribed tasks and to non-targeted children in the family. However, disconcerting results have also been evident. A few parents seemed incapable (because of pressing ecological factors) or unwilling to carry

through with the basic requirements of the Portage Model. Some parents did not appear to generalize the appropriate teaching and child management techniques from one week to the next, even with similar behaviors targeted for change. Most parents seemingly could have become more accomplished teachers and managers of their children's behavior had there been an intentional and systematic program designed to instruct the parent in appropriate teaching and child management behaviors. Furthermore, a sprinkling of parents appeared to become overly dependent upon the home teachers to solve problems not only related to their child, but unrelated family problems as well; such dependency was often maintained well after the formal intervention services for the family were terminated. Although these experiences were indicative of the kind of rapport and emotional support generated by the home teachers, in the final analysis Portage Staff felt that a more judicious approach would be to wean parents form this over-dependency, giving them skills to effectively cope with future problems with their child or to assertively locate appropriate community resources.

It was with the above considerations in mind that Staff of the Portage Project applied for and received a research project in 1975 through funds provided by the Bureau of Education for the Handicapped, Research Projects Branch. Specifically, the objectives of the research project were to: 1) Measure the effectiveness of the Portage Model upon the acquisition and generalization of teaching and child management behaviors of the parents served, not only in terms of the referred child across non-targeted behaviors, but also to a non-referred sibling. 2) Determine whether a systematic program of strategies designed to increase parental teaching and child management skills would significantly improve acquisition and generalization in comparison with the current Portage Model.

Experiences derived from the first two years of the research project indicate that a systematic parent training program could more effectively teach parents appropriate teaching and child management techniques. However, this finding must be tempered by a realistic assessment of the strengths and weaknesses, as well as the motivational level, of an individual parent. Few parents were ready to assume responsibility for curriculum planning, or devising strategies for behavior change, without considerable modeling by the home teacher and experience working with their own child in the manner prescribed by the home teacher. Furthermore, a very small minority of parents may not be amenable to a systematic parent training program, at least of the kind described here. For these parents, the most reasonable and realistic goal may be for them to carry out the prescribed tasks given to them by the home teacher on a weekly basis. For these reasons, parent involvement should not be conceptualized as a dichotomous, either-or phenomenon. Experience gained through the research grant demonstrates that parent involvement in the Portage Project can, and does, exist at different levels, with both the Portage Model and the Parent Program co-existing and being functional for different parents at the same time, or for the same parents over time. A parent may start out in the program carrying out the basic requirements of the Portage Model. Later, with sufficient modeling and practice, the parent may be ready to start on the more systematic Parent Program, acquiring specific teaching and child management skills and assuming more responsibility leading toward independent functioning. Other parents may never reach the point where they are either capable or desirous of assuming this level of responsibility, although experience suggests that these parents represent a very small minority. For this small group of parents, establishing and maintaining working with their child on a consistent basis is perhaps the most realistic and attainable goal.

A heirarchy of parent involvement can thus be envisioned where parents enter at different levels, and have the opportunity to advance to higher levels as they demonstrate proficiency with prerequisite skills. A parent new to the program would first have to satisfy the basic requirements of the Portage Model (modeling for the home teacher, working consistently with the child during the week, and recording the child's response) before an attempt was made to initiate the more formal, systematic parent training program. As parents exhibited increasing skill in both the teaching and the child management domains, they could gradually assume a greater degree of responsibility for the developmental programming for their child. Home teacher involvement may also be gradually weaned, not only in terms of a transfer of responsibility, but also in terms of time involvement with home teachers making visits every other week with a phone call on the alternate week, and so forth. If parents are able to acquire appropriate teaching and child management behaviors, benefit would not only accrue to the targeted child, but the probability would increase that other children in the home would similarly benefit. Such an outcome could thus serve a preventative function for many children who might otherwise exhibit later developmental or behavioral difficulties.

Eventually, a third level of particiption is envisioned in the heirarchy of parental involvement, where trained and experienced parents become the trainers or facilitators for parents entering the training program. The trained parents would be able to provide not only "I've been there myself" emotional support (and thus enhance their status in the eyes of the "new" parents), but they would also be able to provide programmatic support in the form of actually training the new parents or by facilitating the training the "new" parents are receiving. An extended community could eventually be established that would be supportive of appropriate teaching and child management skills and that would possess the means and responsiveness to meet the needs of even hesitant, educationally and economically disadvantaged families.

As part of this extended, supportive community, perhaps centers could be established which would meet a variety of needs in the areas of child care, early childhood education, and parent training. Day care facilities and preschool educational programs could be housed within the center, and these would serve both service and training functions. High school students could gain experience in working with young children and infants as part of child development or

parent education classes. Parent training courses could also be offered by the center, with the day care and preschool children serving as subjects for observation and training experiences. Home based programs would operate out of the center to serve handicapped preschool children and their families, with parent training considered an integral component of the program. The handicapped children could eventually be integrated with the center's classroom programs, as their development and educational and social-emotional needs dictate. Other ancillary services could be provided through the center, with the various staff members serving as resources for one another. The centers could further serve as a "drop in" center for parents with specific, perhaps acute problems for which they could receive immediate assistance. Parents helping other parents would eventually become a working reality, and the community center would serve to upgrade the teaching and child management skills of the community as well as dissipate the stigma attached to needing or seeking help for specific problems in these areas.

MODELS OF PARENT TRAINING

Parent training programs differ considerably in terms of their philosophical underpinnings, as well as the length, content, and format of their presentation. Despite these important differences, most parent training programs can generally be classified into one of four categories based upon the training methodology employed. These categories are termed (1) Didactic, (2) Didactic — Indirect Intervention, (3) Analogue Intervention, and (4) Direct Intervention. Each category of parent training will be discussed briefly in this section, with it's strengths and limitations delineated. It is believed that parent readings contained in the *Portage Parent Program* can be used as an appropriate *content* in any one of the above four training models. However, the parent training *process* described later is best used, if not limited to, either the Analogue Intervention or the Direct Intervention approach.

1. DIDACTIC

The Didactic model of parent training is characterized by presentation of a predetermined content via lectures, films, and readings, typically to a group of literate and well-motivated parents. These parents generally volunteer their involvement (and money) by answering notices either in the newspaper or in high school or college extension course announcements. Typically, the material is presented in a lockstep fashion, with little deviation to accommodate specific needs of the parents. Unfortunately, if parents want assistance with a specific problem, then they have to be sufficiently assertive in order to obtain a modicum of individual attention. More important though is the fact that with the majority of such parent training programs the desired outcome is at least one step removed from the training methodology. Didactic presentations, films, and reading material can give parents a *knowledge* of appropriate teaching and child management procedures, but they do not provide the necessary in situ modeling, practice, corrective feedback, and reinforcement to help parents develop appropriate *responses*. Increasing the parent's knowledge level without increasing the parent's skills is of dubious value, and potentially may have a deleterious effect in prompting guilt feelings in the parent: "I know what I should be doing, but somehow I don't seem to be able to do it." If the knowledge cannot be translated into action, then its usefulness is severely limited.

Additionally, most of these parent training programs fail to take into account the large differences parents exhibit in their baseline or preintervention behavioral repertoire. Indeed, when the primary emphasis of the training program is on the *content* to be provided during the didactic presentations as opposed to the *responses* approrpriate for individual parents to acquire, individualization becomes problematic if not impossible. Not only is there little or no regard given to the individual assessment of preintervention parental skills, there typically is no means of monitoring or tracking the skills parents supposedly "learn" as the training program progresses. If any outcome measures are collected on the parents, they are generally limited to a questionnaire by which the parent can qualitatively rate the program, or at best some paper and pencil measure is administered on a pre-post test basis to ascertain the amount of knowledge gain demonstrated by the participants.

2. DIDACTIC — INDIRECT INTERVENTION

Parent training programs which fall under the above rubric not only stress the presentation of an appropriate knowledge base, but also require that the parents select a specific child problem for change and then devise and implement an intervention program. Individualization of training becomes a reality in this model, at least for those specific behaviors which are targeted for change. Furthermore, the parents in the group serve as resources and reinforcing agents for one another, often providing needed emotional support and practical suggestions.

Many such group training programs adhere to a behavioral orientation and expect the parent participants to collect baseline data, analyze the controlling antecedent and consequent events, devise a program to decelerate maladaptive child responses or accelerate adaptive responses, and record the child's responses continously during the intervention phase. While these programs are certainly an improvement over the straight didactic model and provide some opportunity for the parent participants to practice the appropriate teaching or child management techniques, the opportunity for practice is generally limited, with one or perhaps two targets selected for change, and there is no opportunity for in situ modeling, prompting, corrective feedback, and reinforcement. The probability that parents will be better able to translate knowledge into appropriate action is increased in this model of parent training. However, that probability is attenuated by the limited and perhaps circumscribed nature of the targets selected for change, as well as the absence of an instructor in the parent's natural environment. Unfortunately, these same characteristics lessen the probability that any skills acquired through the Didactic — Indirect Intervention model will be generalized to other non-targeted behaviors, to other non-targeted children in the family, or to other non-treatment environments. Additionally, if a parent is not correctly analyzing, describing, implementing, and evaluating parent child interactions, then the solutions suggested during the group meetings may be inappropriate or counterproductive. The probability that any one of these errors will occur in the Didactic — Indirect Intervention model is considerable and suggest the inherent limitations of such an approach.

Corrective feedback can be given in the Didactic — Indirect Intervention model as the parents report back to the group results of their use of the teaching and child management techniques. If, for example, a parent initiated a formal response cost program and experienced some difficulty in its implementation, these results could be shared with the group. Discussion might pinpoint aspects of the attempted response cost program which could be modified to make the program successful. The parent would then be in a position

to alter the program in the home environment the following week, and again report back to the group.

Although corrective feedback is thus provided in this model, there is a loss of objective specificity with regard to the antecedent and consequent events which may be evoking and maintaining the child's inappropriate behavior. Because these events may not be discerned by the parent or are inadequately described to the group, devising an appropriate intervention program becomes highly problematic if not impossible. Refinement of the program may be gained as the parent reports back weekly results, but precious time and parental motivation will be lost. Identification of controlling antecedent and consequent events is more objectively and judiciously obtained by having an experienced, trained individual observe parent-child interactions in the natural environment.

Another factor mitigating against the Didactic — Indirect Intervention approach is the time lag between attempting an appropriate teaching or child management technique and the subsequent corrective feedback should success not immediately result. It must be quite discouraging for a parent to enthusiastically attempt a new procedure only to experience failure and then have to wait several days before corrective feedback is offered. By the time such corrective feedback is received, the parent and child may be frustrated and may have wasted much time practicing inappropriate responses. A much better approach is to have someone available to not only help specify the controlling antecedent and consequent events, but who can also provide immediate corrective feedback on the parent's initial attempts to implement the procedure, gradually shaping the parent's responses to the desired performance. Such immediate corrective feedback provides the parents with the means to gradually modify their responses, approximating their objective. They are not left in the position where they are perhaps unwittingly practicing inappropriate teaching or child management behavior, or becoming frustrated or less motivated as a result of not experiencing success.

A third factor which weakens the effectiveness of the Didactic — Indirect Intervention model is the delay in receiving reinforcement for appropriate response or approximations toward it, and a lack of encouragement for attempting a new response in the natural environment. Parents often experience initial apprehension or anxiety in attempting new responses, which may interfere with either initiating the attempt or successfully performing the response. Like all of us, parents often need a model of the appropriate response to encourage them to engage in the behavior. By viewing a model successfully performing the response, the parent is typically sufficiently encouraged to attempt the response. Reinforcement can be immediately provided for those aspects of the response which were desirable, and corrective feedback given for less desirable aspects, thus shaping the parent's behavior toward the terminal objective. Without the immediate reinforcement and corrective feedback, parents are too frequently inhibited in initiating a new procedure or do not persist when confronted by failure or less than perfect performance.

In addition to the limitations described above, the Didactic — Indirect Intervention approach has several weaknesses in common with the Didactic model of parent training. A major weakness of both models is the lack of opportunity for the instructor to establish credibility through observing the specific parent-child interactions and through modeling the technique for the parents. Without being able to demonstrate the effectiveness of a given procedure, the instructor's verbal behavior can be readily dismissed by a parent as being irrelevant or inappropriate to their particular situation:

a) "That sounds good in theory, but it won't work for me."
b) "I wish my problem was that easy to solve."
c) "Time Out might work for that child, but mine would never stand for it."
d) "That's just another procedure that looks good on paper, but it won't help me any."

If, however, the instructor were able to objectively observe that parent's interaction with her child, and were able to demonstrate effective use of a given technique, then the parent would undoubtedly be much more amenable to instruction, and would be more willing to attempt and consistently carry through with the technique.

Both of the parent training models described above (Didactic, and Didactic — Indirect Intervention) share another serious limitation: a reliance upon parents who volunteer to enroll in a group training experience with other parents. Unfortunately, this tends to delimit the population of parents who are served, for a variety of reasons. Most parents who participate in such group training programs tend to be better educated, more motivated to increase their parenting skills, and often have better social and assertiveness skills. Too often, these parents represent the portion of parents who least need a structured parent training program, although it is believed that virtually all parents could benefit from such an experience.

The less advantaged, less assertive and socially adept parents are not as likely to seek out a parent training class, and are often reluctant to follow through with such a recommendation given by a representative of a community agency. Other, correlated factors further mitigate the likelihood that these parents will attend group classes:

1. Too often, these parents have had a negative experience with their own school history and have a negative emotional reaction to the prospect of attending a group, classroom type parent training program.
2. Related to the above consideration, many parents do not possess the requisite reading and writing skills to effectively benefit from the group, classroom type program. Many parents are embarrassed by their deficiencies and are reluctant to place themselves in a social situation where their poor reading and writing skills would be evident.
3. Because these parents tend to be less advantaged, they frequently do not possess the economic resources to pay for registration and materials fees, pay for a babysitter, and pay for transportation to and from the sessions (some parents may not have a means of transportation, or an inconvenient and/or unreliable means of transportation).

These less advantaged, less assertive and socially adept parents may be more effectively reached through a parent

training program that stresses modeling, behavioral rehearsal, practice using their own child, corrective feedback, prompting, and reinforcement — all occuring in the parent and child's natural environment. Such a parent training model is advantageous in terms of the focus on acquisition of appropriate responses and on multiple reponse classes of the parent and child, but it also increases the probability that any skills acquired will generalize across behaviors, children, and perhaps, settings. Training that occurs in the natural environment is much more functional and enhances generalization.

3. ANALOGUE INTERVENTION

A model of parent training that represents a significant improvement over the Didactic and Didactic — Indirect Intervention models is one termed the Analogue Intervention model. Under this heading may be placed those parent training programs which instruct parents in a clinic, university, or laboratory setting, and which use the parent's child for training purposes. In some cases, a home environment is simulated with living room style furniture, rugs and toys placed in the observation area to reduce the artificiality of the setting for the parent and child. Quite frequently, the parent and child are instructed to behave naturally, at least during the initial sessions during which baseline data is collected. At other times, the parent and child are instructed to center their interaction around certain tasks or situations so the instructor can obtain specific information regarding the parent-child interaction. Later, the instructor may provide the parents with concepts and procedures regarding appropriate teaching and child management skills that could be used with their child. More importantly, parents are not only provided with a knowledge of teaching and child management techniques, but they are also given an opportunity to practice these behaviors under supervision. The instructor is able to objectively view the parent-child interaction within the confines of the clinic setting, can assess the possible controlling antecedent and consequent events, and can individualize the training program to meet the needs of each parent-child dyad. Corrective feedback, prompting, and reinforcement are possible with this model, sometimes occuring immediately with provision of a "bug-in-the-ear" for the parent, but most often the instructor's comments are delayed, facilitated by observation through a one-way glass or through videotaping of the session. Such models thus represent a real shift from the mere presentation of appropriate *content,* to an emphasis on and training methodology for acquisition of appropriate *responses*. Individualization of the training program becomes actualized not only in terms of the targets selected for change, but also in terms of the rate at which instruction proceeds. Multiple response classes of the parent and the child can be dealt with sequentially with sufficient training and practice allowed in order to facilitate the probability that the learned responses will generalize to the non-clinic environment. Additionally, the responses of both the parent and the child can be recorded continuously, thus enabling the instructor to be accountable for instruction, introducing new techniques only after criterion has been reached on the previous objective.

Although these parent training programs attempt to construct a setting and prompt parent-child interaction that is analogous to the natural environment, a degree of specificity is lost nonetheless. Many parents experience similar or even heightened apprehension or anxiety in the simulated clinic setting as other parents experience in a group, classroom situation. Such emotional concomitants will reduce the likelihood that the parent will respond naturally. Indeed the fact that there may be a one-way glass and a videotape camera behind it may be quite inhibiting! The child may prove to be similarly affected, perhaps awed by the setting or constrained by the knowledge that much of what is happening is occuring because of him. The resulting interaction between parent and child may not approximate that which occurs in the natural environment. A loss in the power of the parent training program is the ultimate effect.

Another weakness inherent in the Analogue Intervention approach is the absence of situationally specific cues of the home environment which may serve to evoke much of the troublesome parent or child behavior. Particularly noteworthy may be the absence of significant family members, relatives, or neighbors who serve as stimulus events for the onset of undesirable parent or child response. Without the participation in the analogue situation of these important figures, the training that does occur may be only tangentially related and may not generalize to the natural environment. Other, correlated events in the natural environment such as family routine, or objects within the home setting may similarly serve to evoke inappropriate behavior and may not be adequately represented in the simulated clinic setting.

Just as significiant members of the parent's and child's natural environment can serve as important antecedent events, they can also serve as important consequating agents. An analogue situation may not sufficiently tap this resource, thus attenuating transfer of learned behaviors from the analogue setting to the natural environment. If these family members, relatives, and neighbors could be employed as facilitators to whatever program is being used, then consistency in responding to the child is greatly enhanced. Such a strategy can circumvent the oft-heard complaint of a "good program" being "undermined" by a spouse or other family member who continues to respond to the child in an inappropriate fashion.

A final weakness of some analogue programs is the delayed nature of the corrective and reinforcement feedback from the instructor, and the loss of opportunity to immediately prompt the parent. Unless the instructor is situated in the simulated environment with the parent and child, or the parent is equipped with a "bug-in-the-ear", the resultant feedback must be delayed until the session with the child is completed. The parent is then able to receive feedback from the instructor, and perhaps watch a videotaped replay of the session. Unfortunately this feedback will not be available to the parent while working with the child.

4. DIRECT INTERVENTION

In the Direct Intervention model of parent training, individualization is not only actualized, but is virtually inescapable. The instructor works with the parent individually in the home environment, directly observing parent-child in-

teraction. The instructor thus has immediate accessibility to objectively assess the possible antecedent and consequent events that may be controlling child misbehavior or interfering with learning. Strategies for change can then be devised and implemented cooperatively with the parent. Modeling, prompting, reinforcement, and corrective feedback can be given as the parent works with the child, and the chosen strategies can be immediately modified as the parent and instructor view the child's responses. The parent's behavior is more accessible for immediate shaping via the interaction between the instructor and the parent, and the parent is not placed in the position of having to attempt a new procedure without an appropriate model or without the necessary prompting, corrective feedback, and reinforcement to shape the desired response and sustain it. Through such a process, it is not only possible to effectively instruct parents to become more accomplished teachers and managers of their children, but the probability that parents will experience undue frustration or guilt feelings because of failure is significantly reduced.

Furthermore, intervention is occuring in the parent's and child's natural environment thus facilitating accurate assessment of the controlling antecedent and consequent events, individualization of the strategies for change, and responsiveness of the program for immediate modification. Parents are typically more comfortable when the training occurs within the home enviornment, thus avoiding or attenuating the emotional concomitants so often experienced in the other training models. Working in the home environment provides the instructor with a more realistic appreciation for and understanding of the uniqueness of each family, as well as the complexity of the interaction, and the possible strategies for change. Because of these factors, it is believed that greater rapport can be established by working with families through the Direct Intervention paradigm. This is not to ignore the fact that a greater risk is involved in working in the home, as the interaction between the instructor and the parent is more intense and the instructor needs to be sensitive to the parent's value system. The psychological distance that generally remains in the Didactic and Didactic — Indirect Intervention models is stripped away in the Direct Intervention approach, and the instructor needs to accurately assess the parent's current mode of interacting with the child and jointly plan objectives to facilitate acquistion of teaching and child management skills. Although there is greater risk involved, in terms of confrontation, the outcomes tend to be greater and more enduring. Communication between the instructor and parent is honest and less pedantic, as the instructor can gear the presentation of concepts and procedures to the comprehension and experiential level of the individual parent. Watching parents acquire more effective teaching and child management skills, and seeing a more positive parent-child interaction develop is incomparably rewarding, making the additional risk involved in the Direct Intervention model well worth the effort.

The *Portage Parent Program* described in the remainder of this manual, represents a direct intervention parent training model. Intervention centers on the acquisition and generalization of teaching and child management responses of the parents served, and occurs in the natural environment. This model of parent training "rides piggyback" perfectly with the Portage Model (Shearer and Shearer, Exceptional Children, November 1972) of home based educational programming, as both models were developed by staff of the Portage Project. The Portage Model has been demonstrated to be an exemplary delivery system to meet the educational and developmental needs of preschool children, and stands alone without need for additional components. The *Portage Parent Program*, however, focuses on the skills of parents and has been used, thus far, as a logical extension of the Portage Model to better meet the needs of parents. It is felt that the parent training model could stand alone, but it has not yet been subjected to such a test. Thus, if practitioners are interested in implementing a home based educational program for preschool children, the Portage Model is recommended. If, in addition, they want to implement a structured, systematic parent training component, the *Portage Parent Program* would be highly beneficial.

THE ABC'S OF PARENT-CHILD INTERACTION

THE ABC'S OF PARENT-CHILD INTERACTION

The interactions that typically occur between parents and children are many-faceted and complex. One could easily become lost in the maze of attempting to account for these interactions, without adhering to a given theoretical framework. Even when one does adopt a particular point of reference, the subtlety and nuance of parent-child interactions remain a source of amazement and challenge. However, by viewing interactions through the eyes of the adopted framework, one can begin to approximate a systematic test of the clinical and perhaps empirical limits of that framework, gradually gathering information and recommendations for practitioners.

The *Portage Parent Program* adheres to a social learning perspective in conceptualizing the establishment and maintenance of parent-child interactions. The focus is further narrowed by an attempt to limit the perspective to the interactions centered around the teaching and child management domains. Thus, no systematic attempt is made to include other significant domains such as the affective or communication areas, although aspects of each are discussed as they relate to either the teaching or the child management domain.

Social learning theory simply states that most human behavior is determined by environmental forces. The environment, particularly the child's social environment, shapes and maintains most of the child's behavioral repertoire. When analyzing parent-child interactions in the teaching and child management domains, then, it is assumed that the crucial elements controlling the child's behavior are the parental antecedent and consequent events (i.e., those parent behaviors which precede or follow the child's response). For example, the parent's behavior may serve as a significant model (antecedent event) for the child. If the child then imitates this behavior and is reinforced by the parent (consequent event), the probability that the behavior will be repeated is increased. This Antecedent-Behavior-Consequent paradigm has proven quite useful in terms of analyzing parent-child interactions and in implementing strategies to either decelerate maladaptive behavior or accelerate adaptive behavior. The role and responsibility of the parent in shaping and maintaining child behavior is obviously highlited. Relatively little attention is given to the opposite phenomenon where the child's behavior is seen as influencing the parent's behavior, which has recently become the focus of some empirical study. Despite the possible controlling effects of child behavior on parent behavior, the opposite directionality is taken in the *Portage Parent Program* because of the greater ease in rearranging parental antecedent and consequent behavior to change child response.

By emphasizing the amount of control the parent actually does have over the child's behavior (whether adaptive or maladaptive) the potential for constructive change is heightened in the parent's mind. Too often we see parents throw up their hands in frustration when confronted with certain child behaviors, disclaiming any control over the situation. By putting the child's behavior back into the context of the parental antecedent and consequent events, we can demonstrate to parents the potential they have to begin to positively affect the behavior and development of their children. Care must be taken, however, to stress a sense of hope and optimism as some parents may dwell on the negative aspects of their role in the current behavior exhibited by their child. We do not intend to merely take a negative, retrospective view of the controlling effects of parent behavior on child behavior, and thus perhaps inadvertently induce guilt in the parent. Our intent is to realistically appraise the current situation, and then emphasize the positive change that can occur if the parent engages in more appropriate antecedent and consequent responses.

Practitioners must not, then, isolate child response as existing separate from environmental forces. The Antecedent-Behavior-Consequent model helps instructors and parents view child behavior as part of an interactional process between the child and his social environment, particularly the parents, rather than isolating child behavior as a phenomenon divorced from parental behavior. Questions to be asked when analyzing the events controlling child response are:

1) What events immediately precede the child behavior? (Antecedents)
2) What events immediately follow the child behavior? (Consequents)
3) What antecedent or consequent events could be rearranged to produce more desirable child response?

Instructors must not only ask themselves these important questions, but they must also ask them of the parents in order to model appropriate problem solving strategies so that hopefully the parent will begin to assume this responsibility. By cooperatively analyzing situations and devising strategies to facilitate child development, the instructor can gradually shift the control to the parent by progressing through modeling - cueing - consulting phases.

It may be helpful to construct a schematic representation of the parent-child interaction in order to isolate the controlling events and devise strategies for change. The following is a schematic representation of an appropriate teaching interaction:

Antecedent
Parental Model: "Johnny this is a square. Can you say 'square'?"

Behavior
Child Response: "Square"

Consequent
Parental Reinforcement: "Good job!"

In this interaction the parent is providing an initial model to aid the child in producing the correct response, thus allowing the child to experience success. The parent additionally provided a social reinforcer to consequate the child's correct

response, thus increasing the probability the child will repeat this response. After a number of correct trials, the parent may eliminate the model and simply give the command, "This is a _____" or provide limited aid in the form of the initial consonant sound, "This is a sq...' ", in order to evoke correct response.

The A-B-C paradigm can be used equally well to represent inappropriate parental antecedent and consequent events which serve to evoke and maintian child misbehavior. For example, one parent was noted to rarely give any kind of aid to initiate a teaching situation with her child. The typical interaction started with the parent giving a command. The child could not respond correctly as the task was new to her, and she therefore would either respond incorrectly or balk at making any response whatsoever due to experiencing repeated failure. The potential affective and behavioral consequences of this pattern of interaction are obvious. The entire interaction between the parent and child during teaching sessions was becoming quite negative, making the situation aversive to both of them, particularly as the parent would consequate the child's behavior with various negative statements. Schematically, this interaction was as follows:

Antecedent
Parental command without aid: "Suzie, show me the yellow one."

Behavior
Child Response: "No, I don't want to."

Consequent
Parental Negative Statement: "Now stop that nonsense and show me the yellow one."

The instructor quickly isolated the controlling effects of the parent's antecedent behavior on the child's responses, demonstrated this schematically with the parent, and then devised strategies for change. Providing a model to initiate a task, and giving other forms of instructional aid to help the child acquire the skill, were the specific parental antecedent events targeted for intervention. A rationale and descriptive discussion regarding these techniques took place between the parent and the instructor. The instructor then modeled these behaviors for the parent, and later had the parent model these responses, with the instructor providing corrective or reinforcing feedback. The parent was then able to practice these skills under the supervision of the instructor, gradually incorporating these more facilitative responses into her teaching repertoire. Changing the parental antecedent behaviors enabled the child to respond correctly which resulted in change in parental consequent events as well. The parent was able to provide reinforcement to the child for correct response and thus avoided making negative statements. The interaction between the parent and child improved considerably not only during the formal teaching sessions, but also during their more informal contacts. An additional outcome was an increased rate of learning by the child.

An instance of a parental consequent event which precipitated inappropriate child response was noted in another parent who was in the habit of giving negative feedback whenever the child made an incorrect response. Sometimes the parent would also give corrective feedback, but even when she provided a correction it was always preceded by the negative statement. The negative feedback included statements such as:

a) "No, that's not right!"
b) "That's not the one."
c) "No, that one is yellow."
d) "No, that one is a circle. Here's the square."

The effect of these negative statements was to evoke child misbehavior in the form of whining, crying, and refusal to work at the task any longer. The parent would then either attempt to coax further work out of the child, or she would abruptly end the teaching session: "OK, if you're not going to cooperate, then we'll just quit." Thus, the child was reinforced for her whining and crying by either receiving undue attention in the form of parental coaxing, or through having the session terminated by the parent. This entire chain of events demonstrates how the consequent for one child response can serve as the antecedent event for the next child behavior. The interactions between parents and children consist of these chains of behavior and it is only when we need to isolate the controlling effects of parent behavior on child response do we need to somewhat artificially break them out into the A-B-C model. A schematic representation of the above interaction would be:

Antecedent	**Behavior**	**Consequent**
Parental Command: "Tracy, point to the lion."	Child points to the picture of the bear.	Parental negative Statement: "No, that's not right, now point to the lion."
	Child starts to whine and shake her head.	"OK, then we'll just stop."

In this case, the objective agreed upon by the parent and the instructor was to have the parent eliminate the use of negative statements following any incorrect response on the part of the child, and substitute giving only the necessary corrective feedback. Subsequent sessions indicated a gradual decrease in the percentage of time the parent gave a negative statement as a response to incorrect performance of her child. Interestingly, a corresponding decrease in child misbehavior was also noted. After four or five weeks of this trend, a sudden and sharp increase in parental negative statements was observed, and the percentage of child misbehavior mirrored the parent's behavior. The instructor and the parent again reviewed this phenomenon and rehearsed providing corrective feedback without pairing it with a negative statement. The following week, a low incidence of both parental negative statements following incorrect child response and child misbehavior was demonstated. The parent had learned her lesson well. By being able to see the controlling effects of her negative statements on her child's misbehavior, especially the correspondence between increases and decreases in each, this parent was given a most convincing demonstration that enabled her to change her behavior and maintain more appropriate reactions to her child's incorrect response.

The above situations exemplify the utility of the Antecedent-Behavior-Consequent paradigm in the analysis of parent-child interaction and in devising strategies for change. The model is reflected throughout each component of the Parent Program, including the *Parental Behavior Inventory* to be discussed in the next section. This inventory helps instructors identify and target for change specific parental antecedent and consequent behaviors which may be controlling child response or which could be modified to further the child's development.

PARENTAL BEHAVIOR INVENTORY

The *Parental Behavior Inventory* (see Appendix A) was developed as a guide and tool to facilitate the planning, implementation, and evaluation of individualized instructional programs for parents. The identification of effective parental antecedent and consequent behaviors which facilitate teaching and child management was accomplished through direct observations of parent-child interactions, as well as through research and development of the parent materials.

Parental teaching and child management skills are categorized into the following sections of the inventory: Teaching Antecedents, Materials, Teaching Consequents, Child Management, and Instructional Planning. Teaching Antecedents are behaviors, such as commanding the child's attention, modeling, or providing other forms of instructional aid, which are important in evoking appropriate task-related responses from the child during instructional sessions. Behaviors related to the selection and presentation of materials for instructional activities are listed within the Materials section. Teaching Consequents include the use of reinforcement, correction, and expansion techniques to maintain the child's appropriate responding during instructional sessions.

Behaviors within the Child Management section are related to the effective use of reinforcement and punishment to control or discipline the child in routine situations as well as during instructional activities. Behaviors which are components of Instructional Planning include deciding what to teach (Task Analysis and Behavioral Objectives), how to teach (Directions), and how to monitor behavior change (Recording) prior to and after presenting either an informal or formal instructional task.

The order of the five major sections represents a logical sequence, gleaned from our teaching model. The behaviors within each subsection are sequenced to reflect refinements of initial behaviors. The parent inventory is comprehensive, but non-exhaustive. For example, reinforcement is an important consequent in both teaching and managing child behavior. Therefore, the inclusive behavioral breakdown for reinforcement within the Teaching Consequent section would also apply if the instructor chose to work on these parental behaviors within the Child Management section. Furthermore, the Instructional Planning section focuses upon the parent's ability to plan or prepare instructional activities, while the Teaching Antecedents and Consequents sections focus upon the parent's ability to carry out instructional activities.

The *Parental Behavior Inventory* is to be used to structure a parent's program; however, it is not to be used in a lockstep fashion. An individualized instructional program should be planned and implemented for each parent by using the inventory in combination with both formal and informal recording procedures to (1) assess the parent's teaching and child management skills at entry into the program, (2) target and sequence realistic goals based upon the parent's needs, and (3) evaluate the intervention strategy by monitoring the parent's progress toward targeted goals. However, instructors are advised against giving or showing parents a copy of the inventory. It is our belief that some parents will become discouraged if they see that their behavior is being evaluated against a formal list of skills; while others will set unrealistic goals for themselves. This opinion has been supported by other professionals who have reviewed the materials as well as by parents who have participated in the study and were later shown the inventory.

INITIAL OBSERVATION AND RECORDING

Each parent's strengths and weaknesses in the teaching and child management domains should be first assessed through informal observation of the parent-child interaction during the initial two to three visits with the family. The initial observation of parental skills prior to formal parental instruction and the subsequent recording of this information on the inventory serves as a record of the parent's baseline performance.

Parental baseline information can be obtained by asking the parent to teach several simple tasks to the child. Provide the parent with materials appropriate to the age and functioning level of the child, and instruct the parent to teach specific skills. Stress that because the parent is the child's primary teacher, it is important to see how the child tries new tasks when his parent is teaching them. Remember that parental antecedent and consequent behaviors may vary according to the tasks presented. Field testing indicated that parents generally had less difficulty in providing appropriate aid or correction to help the child perform motor tasks than they did with either cognitive or language tasks. Therefore, you should observe the parent teaching both motor and cognitive/language skills.

It will be beneficial to focus attention on a limited number of behaviors during each of these observations. For example, observe consequents such as reinforcement and correction during one observation and antecedents such as models, verbal, visual, and physical aids during another. Observe the parent's ability to manage or discipline the child during both formal instructional activities and informal activities that take place before or after the structured portions of your visit. Not all items will be completed through this type of observation. Behaviors within the Materials and Instructional Planning sections, as well as those reflecting specific child management techniques, will be evaluated when the instructor works with the parent in developing instructional activities or behavior management programs.

Estimate the percentage of times the parent responds in a given manner, and date the parent's entry skill level in the appropriate percentage column. The parent should have independently exhibited the specific behaviors without a model or prompt from the instructor during the observations. The Comments column is to be used for explaining/clarifying the specific ratings. Avoid rating parents in relation to one another, because a contrast effect may lead to either overestimating or underestimating skill level. The parent should not be credited with a 76-100% rating without observing and formally recording the specific behavior. It is ad-

PARENTAL BEHAVIOR INVENTORY

Richard D. Boyd & Kathleen A. Stauber

The PortageProject

FAMILY NAME Mrs. A

	0-25%	26-50%	51-75%	76-100%	Comments
I. TEACHING ANTECEDENTS					
1. Parent removes extraneous, distracting stimuli			9/76		
2. Parent commands child's attention before presenting teaching antecedent			9/76		
3. Parent provides *brief* explanation or command		9/76			Uses requests
4. Parent's language corresponds to child's receptive language level		9/76			Questions confuse child
5. Parent models appropriate response to initiate task			9/76		
6. Parent provides appropriate visual, verbal, or physical aid when necessary to initiate response			9/76		Weak on language task
7. Parent provides additional aid if child becomes frustrated with task	9/76				Repeats command
8. Parent periodically repositions stimulus materials to avoid correct responding to position		9/76			
9. Parent makes child aware of contingencies of reinforcement for correct response (i.e., if you do X than you can do Y)	9/76				No reinforcement used
II. MATERIALS					
1. Parent uses instructioinal materials as modeled by instructor			9/76		
2. Parent chooses appropriate materials given choice by instructor					Not observed
3. Parent selects appropriate materials for instructional activity from materials available in home					Not observed
4. Parent independently and appropriately selects, presents, and positions materials during instructional activities					
III. TEACHING CONSEQUENTS					
A. Reinforcement in Teaching Tasks					
1. Parent reinforces appropriate behavior	9/76				
2. Parent provides immediate reinforcement					
3. Parent provides edible reinforcers *if necessary* to initiate or maintain child's performance					
4. Parent pairs verbal or social reinforcer with tangible or activity reinforcers					

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visable to defer recording baseline on any skill which is not adequately sampled during your observations of initial instructional tasks. Generally, it is better to slightly underestimate the parent's entry skills rather than overrate them on the basis of informal observations so you don't assume specific skills have been acquired and omit teaching them. The formal recording techniques (see Recording Parent Behavior) will provide you with a tool for accurately rating parental skills at a later date. However, it is essential to accurately estimate baseline for as many skills as possible in order to facilitate the individualization of the parent training program and evaluate the effectivensss of the subsequent interventions.

The sample page from the inventory presents baseline information on Mrs. A's use of teaching antecedents and materials. The ratings were based upon the instructor's informal observations of this parent as she taught her daughter to draw a square (fine-motor task), copy a simple block design (cognitive task), and describe simple action pictures (language task) during the first two home visits of the program year. A profile of this parent's strengths and weaknesses resulted and was later verified by formal recording. On the baseline teaching tasks, Mrs. A did a good job (50-75% of time) of setting up the teaching situations by removing distracting stimuli, getting the child's attention, providing a model and other appropriate aid to initiate a response. The instructor qualified the parent's use of aid in the comments section, indicating that Mrs A did not provide appropriate aid on the language task. It is also noteworthy that this parent substituted questions for simple explanations or commands. However, Mrs. A. appears to be weakest (0-25% performance level) in Teaching Antecedents No. 7 and 9. The instructor noted in Comments that the parent repeated commands or became impatient instead of providing additional aid (0-25% of the time) when her child became frustrated. Furthermore, Mrs. A did not use reinforcement contingently; she did not reinforce any of her daughter's correct responses. While the instructor was able to estimate Mrs. A's performance in the section of Teaching Antecedents, baseline was not obtained on several items in the Materials section because there was no opportunity to observe performance of these behaviors during the initial observations.

The baseline observations will reveal that the parents participating in your program exhibit a variety of entry skill levels. However, before initiating formal intervention for any of the behaviors listed on the *Parental Behavior Inventory*, you will want to briefly work on those basic entry skills that are important in your particular program. For example, the success of the home teaching process depends upon the parent's ability and willingness to model an activity with the child after the instructor has demonstrated it, to work with the child on the instructional activity in the instructor's absence, and to record the child's performance. Some parents will consistently perform these skills from the onset of the program, many parents will need to be prompted to practice these skills, and a few parents will never consistently perform these skills. Do not expect a parent to perform these program entry skills at a high level before selecting specific goals from the parental inventory, as there is no empirial data that such skills are prerequisites for acquisition of the other teaching and management behaviors.

TARGETING GOAL, PLANNING/IMPLEMENTING INTERVENTIONS, AND RE-EVALUATING PARENTAL PERFORMANCE

General observation without recording may yield impressions regarding a parent's strong or weak points within the teaching and mangement domains. From this information the instructor can target general areas for intervention. At this point the instructor can use the data sheets (see Recording Parent Behavior) to determine the actual percentage of time the parent responds in a given manner. It is desirable to involve the parents in selecting specific goals for themselves by sensitizing them to their own behavior with the data sheets and by making them aware of alternative techniques through discussion of relevent readings (see Strategies for Initiating and Maintaining Discussions Regarding the Parents Materials). Choice of parental goals is to be based upon both the observed and expressed needs of the parent. If you have observed that the parent has difficulty managing the child's behavior and this disrupts instructional activities, it may be necessary to first target behaviors in the child management area. For other parents who have no problems with discipline, you would more appropriately focus on teaching skills.

Since a general goal of the Parent Program is that parents will continue to plan and implement informal instructional activities with the child after they leave the program, it is important that the instructor shape parental skills in the area of Instructional Planning. Field testing has shown that many parents can achieve at least minimal competency in this area if the instructor provides the parent with supervised opportunies to practice these skills throughout the program. The parent should be expected to select and state the components of an instructional activity before writing a plan. However, it is also desirable to have the parent practice writing instructional plans, since this provides a more objective teaching guide and provides the instructor with an objective means of evaluating the parent's skills in this area. The Activity Chart format, described in the parent materials, is a useful guide to help the parent to organize the major components of the instructional plan. The Activity Chart is a sample format; others might be substituted.

Once a parental behavior has been targeted for change, the planning and implementation of an intervention should be guided by the suggestions given in the "Purpose-Procedures-Outcomes" for the appropriate parent reading. Within the Outcome sections, the starred items are taken from the *Parental Behavior Inventory*, while the other items represent the small steps or subgoals that the parent will meet before attaining the major goals.

After intervention has begun, periodically observe and re-evaluate the parent's level of performance to update the information on the parent inventory. This information might be obtained by having the parent review an activity, teach a new acitivity suggested by the instructor, perform a task analysis of a new activity, or model a new activity which was independently chosen by the parent. Remember to date each entry in the appropriate percentage column.

Because the parent training portion of this program is still experimental, there is no formal data on "optimal" percentage of occurrence levels for the different behaviors. Furthermore, this optimal level or criterion probably varies not only between the different behaviors but also between different parent-child dyads. Therefore, the instructor must individually determine when each parent is ready to move to a new goal in terms of whether that parent's interaction with the child is facilitating child learning and management. For example, one parent paired "no" or another negtive with the correction 50% of the time. When her child was incorrect, she often would respond impatiently with something such as "No, no, that's not blue, it's red!" The parent's use of the negative upset the child, and frequently precipatated tantrums and non-compliance. However, when the parent's use of negatives dropped to the 10% level, her child's rate of non-compliance dropped to zero. In contrast, in another parent-child dyad in which 50% of the corrections were preceded by negatives the child's rate of compliance was unaffected.

Finally, it is important that the parents maintain or continue to display the skills that have been previously taught. To monitor maintenance of skills, periodically record the parent's performance of behaviors which are no longer the focus of your intervention with the parent. If there has been a decrement in specific parental skills, you might review those components with the parent.

In summary, during field testing the *Parental Behavior Inventory* was shown to be an effective and essential tool in planning, implementing, and evaluating individualized parent programs. The inventory not only enabled the instructor to target realistic parental goals that were based upon the parent's competency in the teaching and child management domains, it also provided a means for systematically evaluating the effectiveness of the subsequent interventions and evaluating maintenance of previously acquired skills. However, to utilize this inventory in the best possible manner, it is recommended that the user frequently divert from depending upon purely subjective evaluation and make use of the recording forms described in the next chapter to verify these subjective evaluations of parent behavior.

RECORDING PARENT BEHAVIOR

To accurately determine a parent's proficiency level on some behaviors it may be necessary to take a frequency count during the *Parent Models* phase. For example, if a target for change was to increase the frequency of the parent reinforcing appropriate child behaviors the instructor could observe the parent-child interaction and record a + when the parent reinforced a behavior and record a - when the parent failed to do so. Such recording would yield a percentage of parental reinforcement following appropriate child behavior. By taking these counts over time, the instructor could objectively chart the parent's progress toward a target objective. The time required to take these counts would not be prohibitive as a five minute period should provide a representative sample of the parent's behavior. The objective data obtained can lead to better programming for the parents as there is less probability of error than when relying on subjective evaluation of the parent's progress.

To facilitate the recording of parental behaviors the following data sheet has been included.

DATE: _____

OBJECTIVE: _____

STRATEGY: _____

\+ = _____

\- = _____

Approximate Recording Time: _____

% Appropriate Response: _____

+ -	+ -	+ -	+ -	+ -	+ -	
+ -	+ -	+ -	+ -	+ -	+ -	
+ -	+ -	+ -	+ -	+ -	+ -	
+ -	+ -	+ -	+ -	+ -	+ -	
+ -	+ -	+ -	+ -	+ -	+ -	

As can be seen, the data sheet lists the date, the specific parental objective, the strategy to be employed, the recording procedure, the time, and the percentage of appropriate response. Recording the parent's responses is easily accomplished by circling the + or - in each of the 25 cells on the data sheet. You need not record 25 instances of the behavior (particularly with low rate behavior), but 25 cells are provided so you can obtain a representative sample for even fairly high rate behavior.

Recording the parents' responses by using the above data sheet can serve several interrelated purposes:

1. The data sheet can help us chart the parent's performance on the target objective to help us determine whether there is any change in the parent's behavior as a result of our intervention. If the parent's behavior is not changing as a result of our treatment, then we need to modify our intervention in some manner.
2. The data obtained can help us operationalize and make functional the *Parental Behavior Inventory*. By determining a percentage of appropriate response, we can chart the parent's progress along the dimensions listed on the *Parental Behavior Inventory* and can make data-based decisions as to:

   a. The strengths and weaknesses of the parent
   b. The area and level at which to begin our intervention
   c. The point at which the parent reaches criterion level performance for a particular behavior

   By charting the parent's responses, we can further individualize the content of the parent program as well as the rate with which we proceed.
3. Recording parental responses on the data sheet can also serve as a means of re-evaluating the parent's behavior once intervention with that particular target behavior has ended. Instructors can thus be alerted to the necessity for a review after a parent has reached an acceptable level of performance; hopefully this will help to maintain appropriate parental teaching and child management behaviors.
4. Finally, the data sheet can also help prompt you, the instructor, to specify and objectively evaluate the parent's level of performance. By specifying and recording the parent's responses, we can accurately assess the parent's level of proficiency and can become accountable for our intervention techniques. Additionally, the data sheet can serve to cue the instructor as to the particular strategy being used to facilitate the parent's learning.

The following are examples of completed data sheets.

DATE: January 3

OBJECTIVE: Correct child errors without negative statements

STRATEGY: Model for parent and discuss

\+ = Omits negative

\- = Uses negative

Approximate Recording Time: 10 min

% Appropriate Response: 47%

⊕ -	⊕ -	+ ⊖	+ ⊖	+ ⊖		
⊕ -	+ ⊖	⊕ -	+ ⊖	+ ⊖		
⊕ -	+ ⊖	⊕ -	⊕ -	+ ⊖		
+ -	+ -	+ -	+ -	+ -		
+ -	+ -	+ -	+ -	+ -		

DATE: May 7

OBJECTIVE: Enthusiastically praise each correct response

STRATEGY: Model and discuss enthusiastic praise with parent

\+ = enthusiastic praise

\- = no praise

Approximate Recording Time: 7 min

% Appropriate Response: 60%

+ ⊖	+ ⊖	⊕ -	⊕ -	⊕ -		
⊕ -	+ ⊖	⊕ -	⊕ -	+ ⊖		
+ ⊖	⊕ -	⊕ -	+ ⊖	⊕ -		
+ ⊖	+ ⊖	⊕ -	⊕ -	⊕ -		
+ -	+ -	+ -	+ -	+ -		

USE OF THE DATA SHEET

Some sensitivity needs to be employed in the introduction and subsequent use of the data sheet with parents. The notion of the instructor recording parental behavior can potentially be threatening to a parent. However, parental anxiety can be attenuated by remaining open and honest about recording their behavior, and by keeping the focus on improving their child's performance by teaching the parents appropriate teaching and child management skills. Any time you feel it would be beneficial to record a particular parental behavior, make the parent explicitly aware of the fact that you are recording and give your rationale for doing so.

Introduction of the data sheet can be effectively accomplished by asking the parent to record some aspect of *your* behavior as you work with the child. Explain to the parent that you need some objective feedback regarding this particular behavior and that you would like the parent to record that behavior on the data sheet. Demonstrate the behavior for the parent and show her how to record using the data sheet. Then work with the child, making sure that you incorporate several examples of the response you want the parent to record. You may even want to specifically provide examples of appropriate and inappropriate responding so the parent has the opportunity to record both instances of the response. After you have modeled working with the child, determine your percentage of appropriate response and enter that figure on the data sheet. You could then announce that you are going to do better next week and that you would appreciate it if the parent would record your behavior again the following week.

You might then have the parent model the activities for you and ask if you might record the parent's performance on the same behavior so you could compare her rate against your own. With other parents you could ask to record a different behavior; a behavior that has been identified as an objective for that parent.

Ask the parent to record your behavior on a number of occasions throughout the year. This will not only help engender the idea that we can all learn from and help one another, but it will also provide the parent with practice in recording behavior so that eventually she can be recording behavior independently.

Once you have identified an objective for the parent and the parents feels comfortable with your recording her behavior, you would proceed with your training strategies as outlined in *Parent Teaching Process*. Initially, it is advantageous for the parent to be aware of the aspect of her behavior that you are recording as this helps her concentrate on practicing the appropriate response. However, as the program proceeds and the parents are integrating more skills into their repertoire, we would not tell the parent *what* we are recording for that particular day although they would be aware that we were recording some aspect of their teaching and child management repertoire.

Such a strategy would help the parents integrate the various component skills (those they have reached criterion level performance on an individual basis) into a smooth chain of appropriate teaching techniques. This would also enhance the maintenance of these techniques for the parents as well as contribute to the likelihood that the skills will generalize to other situations, behaviors, and children. Of course, once the data collection period has ended you would share the information obtained with the parent, describing the behavior you were recording for that day and the results you obtained. The objective feedback resulting from this recording can serve not only as an excellent focus for discussion of the parent's behavior (as well as your own), but it can also serve as an excellent reinforcer for the parents as they see their rate of appropriate response increase from session to session. They may even wish to share their successes with their spouse.

Eventually we hope to transfer the data gathering mechanism to the parents so that they can effectively and efficiently record their own or others' behavior. As our ultimate goal is to have parents functioning independently of our involvement, we should encourage independent parental use of the data sheet by the parents in terms of self-recording or in terms of their recording the behavior of their child or the teaching and management skills of their spouse.

Opportunity for targeting behaviors for change also exist during the non-structured portion of the home visit when the instructor first arrives or is preparing to leave. Often this provides a good opportunity to observe how the parent manages the child without specific prompts from the instructor; that is, whether the teaching and management skills are being generalized. The parents may also relate incidents that occurred during the week in which they inappropriately handled a given situation or were unsure of how they should respond. Such occasions should be used to ask the parents how they could have responded differently, how they might have used some of the techniques that they had learned from the instructor in that situation, or to relate the particular incident to other similar situations or to components of the Parent Program and suggest a review.

Perodically the instructor will want to evaluate a parent's performance on a given parameter in a situation which more accurately reflects the parents skill level than the performance they might give when modeling an activity with specific instructions and prompts to behave in a given way. There are several ways the situation can be structured to record a representative sample of the parent's skill level.

One method is to request that the parent work with the child on a task that has previously been taught to the child. The instructor can then observe and evaluate whether or not the parent is utilizing a particular procedure. This situation provides an opportunity for the instructor to record and objectively evaluate to what extent the parent is employing the procedure. It additionally allows the instructor to observe the parent's use of teaching antecedents and reinforcement techniques. Opportunity to observe providing aid and using correction procedures is limited however, as the child is preforming a task that he already has mastered.

A situation which provides a better opportunity to observe parental use of aid and correction procedures, as well as the teaching antecedents and reinforcement, is to have the parent work on a task which is new to the child without specific instructions for presentation, type and amount of

aid, reinforcement, and correction. There are three possible ways to structure situations which facilitate this.

1. Task Analysis
2. Present an idea to parent without chart and directions
3. Utilize activity that parent has independently written up

When a parent has progressed to the level where she can begin to determine a breakdown of teaching skills by task analysis this situation can be used to evaluate parental performance on other parameters. Ask the parent to choose a long term goal, use one that has previously been determined, or assist the parent in choosing one. The parent can then be asked to try out the task with the child to determine at what level she should begin working. This situation allows access to a wide range of behaviors. Especially, it allows the parent to experiment with differing types and amounts of aid and correction procedures. It is also possible to evaluate how well the parent can adjust the aid and correction to the child's performance.

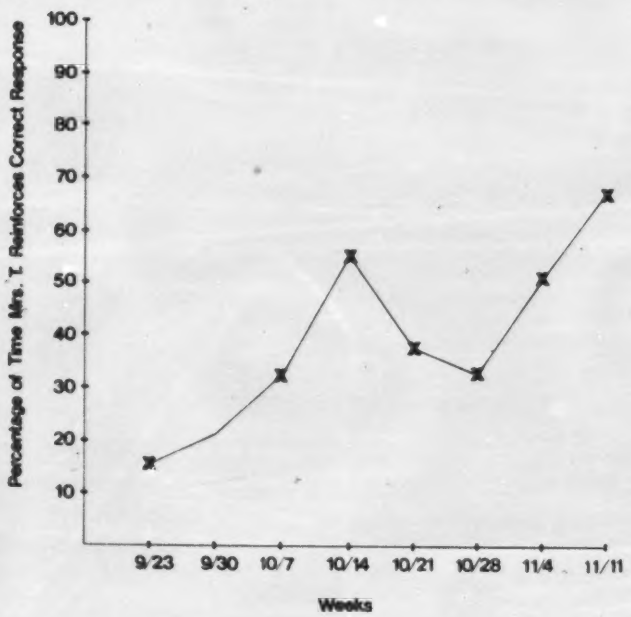
Presenting a new target behavior provides a similar, but somewhat more restricted opportunity. The parent can choose and implement reinforcers and correction procedures, but the behavior is somewhat prompted by the target behavior itself.

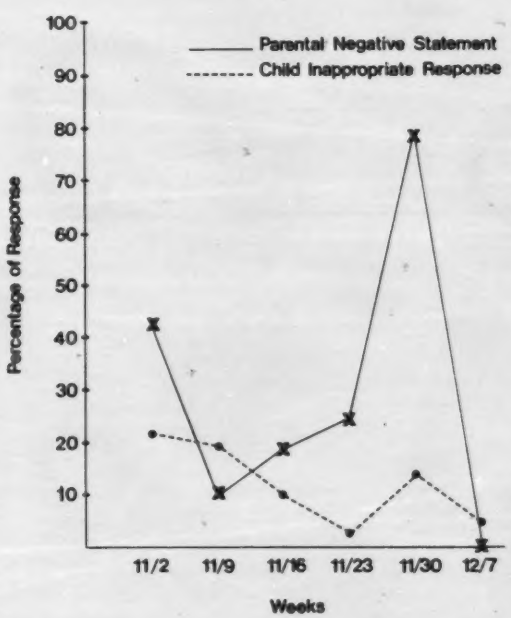
Another possibility is to have the parent model the teaching of a target behavior for which she has developed teaching strategies. Because this would have been done independently by the parent it should reflect how well she can determine appropriate targets, teaching antecedents and consequents without assistance.

The results obtained weekly on the individual data sheets may be graphed, giving the instructor a visual representation of the progression of a response over time. Thus, if the parent and the instructor were working on providing reinforcement for correct response, the data could be presented graphically:

In this particular example it can be seen that the parent was initially providing very little reinforcement for correct response. This was chosen as an objective, and the parent and the instructor worked on this response with obvious success. The parent improved her performance from an initial baseline level of around 20% to a terminal level of between 50 and 70%. Subsequently, the instructor and the parent agreed to drop this as an objective, and targeted another response for change. Informal observations by the instructor were sufficient to verify maintenance of reinforcement of correct response by the parent. However, if the instructor later became aware that the parent's reinforcement of correct response was beginning to deteriorate, the response could again be recorded formally and discussed with the parent to re-establish acceptable performance.

With other responses, it may be most appropriate to chart both parent and child response on the same graph, particularly as one response may affect the other response. A good example occurred with one family in which the child's inappropriate behavior seemed to be highly related to parental negative feedback. Thus, the parent was in the habit of saying "no" or "not" in response to the child's incorrect response (e.g., "That's not the red one"), precipitating whining, crying, and refusal to work on the part of the child. The instructor noticed the relationship between these two events, and further noticed that when the parent occasionally gave a correction *without* pairing a negative statement, the child did not misbehave. The instructor began to chart the two responses using the individual data sheets, and worked with the parent on providing corrections without pairing negative statements with the correction. The following data were obtained:





As can be seen, the child's misbehavior essentially mirrored the rate of parental negative feedback. Interestingly, the parent's rate of negative feedback was declining, with a corresponding reduction in child misbehavior, until the week of November 30th when a marked increase in parental negative feedback was observed. The child's misbehavior again shot up, mirroring the parent's response. In effect the data reflect what would appear to be a natural "reversal of contingencies": the parent's decrease in negative statements resulted in a corresponding decrease in child misbehavior; then when there was a sudden increase in negative statements, child misbehavior also increased as well. This event constituted a convincing demonstration to the parent of the effect her behavior had on her child's behavior, and served to prompt virtual elimination of parental negative statements paired with corrective feedback. Because the instructor had continued to monitor parent and child behavior, she was able to share the data with the parent and discuss the importance of providing corrective feedback without pairing negative statements.

In summary, the individual data sheets and the Parental Behavior Inventory provide a system by which instructors can record and track parental responses over time. The data obtained with the individual data sheets can be graphed, providing a representation of the parent's progress on specific behaviors selected for change. This not only ensures specificity in terms of parental objectives chosen for modification, but it further provides a mechanism by which responses can be monitored and data-based decisions made regarding program continuation, modification, or termination. Furthermore, when parent behavior affects child response, both responses can be recorded, graphed, and used to provide a graphic demonstration to the parent of the interaction between the two responses. Hopefully, instructors will thus be accountable for changes in parent and child behavior, eventually being able to transfer control of the recording system over to the parent, making them functionally independent. Obviously, recording parent behavior can present some difficulties, however, the substantial benefits to be derived far exceed the minimal time and inconvenience occasionally experienced.

THE PARENT TEACHING PROCESS

The Parent Program's readings, response sheets, and purpose/procedures/outcomes are designed to systematically instruct parents in teaching and management behaviors. The response sheets and readings give a focus for discussion between parents and instructor regarding particular components and also allow the parents to review these components at later times if they so desire. The purpose/procedures/outcomes provide the instructor with specific targets and appropriate means for attaining parental objectives. However, the crux to the success of the Parent Program is that change occurs in the teaching and management behaviors of the parent. If change is not observed, then the Parent Program has not succeeded. We cannot be satisfied with merely presenting and discussing the various components, but must assume responsibility for these concepts and procedures being translated into parental behavior and maintained once they are established.

The following steps constitute a process guide for teaching parents appropriate teaching and child management skills. In any one interaction, of course, not every step would be completed; however, the steps outlined below will be completed periodically with each of the parents as they go through the various components of the Parent Program. Adherence to this process guide should facilitate *your* interaction with parents and *their* acquisition of the skills.

STEP 1: TARGETING

Instructors can identify targets for change in the parents' teaching or management skills primarily through observation. Observing the parental antecedent and consequent behaviors will cue the instructor as to what specific parental behaviors to target for change. Although such observation should occur throughout the home visit, perhaps the best time to observe the parents' skills occurs during the *Parent Models for Instructor* phase of the home teaching process. During this period of time, the parent is modeling for the instructor how to present and consequate the prescribed activities. Care must be taken to avoid unnecessarily intervening in the parent-child interaction during this phase as it provides a pure and highly concentrated sample of the parents' antecedent and consequent behaviors. The instructor should allow the parent to work with the child and use this as an opportunity to objectively view the parents' teaching and management behaviors. For more detailed information on observing and recording parental behaviors, see *Recording Parent Behaviors.*

STEP 2: SPECIFY OBJECTIVES FOR THE PARENT

In discussing the parental readings, or reviewing the parents' current repertoire of teaching and management skills, the instructor should make the parent aware of the salient points and should specify and agree upon objectives for the parent. The objective should be clearly and behaviorally stated. Determining major areas for intervention should be accomplished jointly with the parent. However, once a goal has been chosen, it is the responsibility of the instructor to break these goals into reasonable objectives. For example, observation of the parent in a teaching situation may yield the information that the parent is not effectively correcting the child's error responses and that incorrect response is frustrating to the parent. Discussing this situation with the parent can prompt the parent to choose this area as one she would like to learn more about. From this general information the instructor must analyze the situation and institute specific behavioral objectives for the parent. Objectives of the following type could be generated and presented to the parent.

1. Eliminate the use of 'no' or 'not' in the correction procedure
2. Determine the optimum amount of aid in the correction procedure to prompt the child to respond correctly
3. Allow time for trial and error when appropriate

If objective one is chosen, the instructor must then further define teaching steps to facilitate the parent responding in the manner specified. The goal is stated to the parent, "This week we're going to work on _____." The purpose/procedure/outcome section for each reading will assist the instructor in defining parental objectives. When discussing objectives for the parent it is often necessary to describe inappropriate techniques that the parent may presently be using, as well as the appropriate technique. The following points are intended to facilitate these discussions without having the parent become defensive.

Initial praise

A brief descriptive statement of praise regarding appropriate aspects of the parents' behavior should precede the teaching sequence. This helps set a positive, pleasant tone for the interaction, relaxing the parents and making them more receptive to the new information.

Description of Inappropriate Behavior

If the parent is presently engaging in some inappropriate teaching or management behavior, it is imperative to specify the inappropriate behavior in clear, physically observable terms. Judgmental statements should be strictly avoided, and the inappropriate behaviors should be described in terms and tone that will not offend the parents. The instructor should approach describing the parent's inappropriate management behaviors with a little more caution and sensitivity than may be needed in describing inappropriate teaching techniques. Merely asking the parent how effective she finds a particular inappropriate management technique might be the most effective lead into a more descriptive discussion.

Rationale

After the objective has been described, or in any interaction that involves teaching a new behavior, it is important to provide the parent with a valid reason or rationale for learning the behavior you wish to teach. These rationales are important and typically include some statement of why the present behavior is unacceptable or an indication of the positive consequences of a more appropriate, alternative behavior.

Repeating rationales frequently enough provides the parent with the appropriate rationales to explain their new behavior to their spouse, relatives, or friends. This helps establish and maintain a supportive social environment.

Description of the Appropriate Behavior

Again, the appropriate behaviors need to be described in specific observable terms and in sufficient detail to enable the parent to carry out the behavior. The instructor may need to break down the appropriate behavior into substeps and perhaps model each of these steps in order to enhance the verbal description and help minimize possible misinterpretations of the behavior that is required of the parent.

STEP 3: MODEL THE APPROPRIATE BEHAVIOR FOR THE PARENT

Once the objective has been specified and agreed upon, demonstrate the appropriate behavior for the parent. Have the parent watch as you model the appropriate behavior; you may even find it helpful to have the parent record *your* behavior on a data sheet to help her observation and desensitize her to recording behavior with the data sheets. With a few behaviors, you and the parent may have to role play the situation as you will find it inconvenient or impossible to actually model with the child. However, use the child in your demonstration whenever feasible, making your model as natural and functional as possible. Specify whenever possible exactly what it is that you are modeling; draw the parent's attention to it.

STEP 4: PARENT MODELS THE BEHAVIOR

After the description and demonstration of the appropriate teaching or management behaviors, it is essential to have the parent practice the behavior being taught. After you have modeled the appropriate response, have the parent model the behavior for you. Allow the parent sufficient opportunity to practice the skill under your supervision. Again, have her practice with the child whenever possible; role play those skills you cannot effectively model using the child. As the parent practices the behavior, the instructor should provide immediate feedback and additional instructions until the parent achieves the desired performance.

STEP 5: CUE THE PARENT TOWARD APPROPRIATE RESPONSE

If the parent requires minor assistance to engage in the appropriate response, provide a brief cue to the parent which hopefully will evoke the appropriate behavior. Cues can be in the form of verbal or non-verbal signals which do not interfere with the parent-child interaction. If, for example, the objective is to pair verbal reinforcement with an edible reinforcer, then the home teacher could prompt the parent by saying, "praise him, too." as the parent delivers an edible reinforcer. Gradually fade out the prompt as the parent gains proficiency with the particular skill.

STEP 6: PROVIDE A MODEL AS A CORRECTION PROCEDURE

If the parent requires more assistance than can be provided by a brief cue, then you should politely stop the parent-child interaction and provide another demonstration for the parent as a correction procedure. Try to avoid having the parent practice inappropriate teaching or child management behaviors. It is better to intervene early and give an additional model and verbal feedback than to have the parent practice incorrect behavior. The following points should be taken into consideration when correcting the parent:

1. If the parental antecedent or consequent behaviors are not appropriate, then they should be corrected. It is important to first praise some aspect of the parent's behavior and then proceed with the correction.
2. It may be helpful to refer to a previous reading of the Parent Program when appropriate. The instructor may describe the important points again and perhaps suggest that the parent review the relevent sections.
3. Although the *Parent Models for Instructor* phase of the home teaching process is an excellent time to merely observe the parent, it can also at other times be used to prompt the parent to use appropriate antecedent or consequent behaviors. It is better to immediately intervene than to allow the parent to practice inappropriate teaching or management techniques. However, if the objective is to target behavior for change or to evaluate the parent's progress by taking a frequency count, then the instructor would merely observe the parent-child interaction. When the objective is to instruct or correct the parent, then the instructor could provide immediate prompts in order to evoke the approprite parental behavior. If the prompts are not sufficient, then the instructor should model the appropriate behavior for the parent. The modeling should be a conscious decision on the part of the instrutor; the instructor should not usurp the parent's role and simply take over the teaching of the child.
4. Occasionally, if the instructor feels that the parent is sensitive to a particular area, it may be better to be less direct when instructing or correcting. Providing specific examples that relate to another family, but which address the objective for that parent or family may be one strategy that could lead into a productive discussion without offending.
5. Correction need not only take place while the instructor is in the home. By providing sufficient structure, the parent could be cued to engage in appropriate antecedent or consequent behavior during the week. For example, if a parent has a difficult time remembering to reinforce appropriate child behavior, then the instructor could have the parent carry around some poker chips which can be expended (i.e., dropped in a glass jar) only when the parent reinforces the child for appropriate behavior. The parent has to expend all of the poker chips by the end of the day and record the number of chips expended each day on a chart.

STEP 7: REINFORCE THE PARENT

The instructor should positively reinforce the parent for appropriate use of antecedent or consequent behaviors. This is especially important when the parent is first learning or practicing a particular skill, but it also needs to occur occasionally throughout if the behaviors are to be maintained. Praise should be positive and specific to the behavior; don't give general praise (e.g., "Good"), but specify the behavior that was praiseworthy (e.g., "I really like the way you corrected John without using 'no'.") Parents need to be reinforced and have the appropriate response specified just as children do. You should also avoid appearing arrogant or condescending in your praise of the parent's performance; honest and

candid praise is reinforcing, but false praise can be aversive. Reinforce any step toward independence by the parent or any incident where the parent uses the appropriate antecedent or consequent behaviors in other situations or with other children. We want parents to generalize these skills and become independent of the instructor.

If a parent is already performing well with a particular behavior (e.g., using reinforcement appropriately) before that component has been presented as part of the Parent Program, then the instructor could define and describe the appropriate parental behavior, reinforce the parent for already engaging in these behaviors, and use the readings as the basis for a recapitulation of what is already known and performed.

STEP 8: RECORD THE PARENT'S RESPONSES

Progress of the parent toward criterion level performance on each of the specified objectives can be recorded by using one of the small data sheets. The information obtained can then be used to update the *Parental Behavior Inventory;* be sure to share your information with the parent. When the parent masters the desired behavior, it is important for the instructor to give the parent enthusiastic praise. This ends the interaction on a positive note and is likely to increase the probability that the parent will use the skills in a new situation. See the section of this manual regarding recording parental behavior.

STEP 9: MAKE YOURSELF AVAILABLE FOR CONSULTATION

Whenever possible, let the parent know when you would be available for further consultation, either by phone or correspondence, in case the parent later encounters difficulty in working independently. Your goal is to wean the parents from dependency on yourself so that they can function effectively on their own; however, the parent may still need some consultative assistance on occasion and you should be available to meet this need.

HOW TO PRESENT THE PARENT PROGRAM

The process for teaching parents outlined earlier is vital to the parent program because it provides a systematic plan to follow in accomplishing parental objectives. It represents, however, only part of what is required to successfully implement the program. Of equal importance is the manner of presentation employed by the instructor in carrying out each step of the program. The following points will be helpful to instructors in developing a manner of working with parents which will maximize the effectiveness of their interventions.

The instructor's attitude will play a significant role in determining the parent's attitude toward the program and consequently the parent's success with it. The instructor must demonstrate enthusiasm toward the program and the materials. This will convey to the parent that the procedures are really important and their implementation will have an impact on the child. This attitude will further convey that the parent readings are a significant and valuable possession. To maintain this feeling on the part of the parent, each family should have its own set of readings which remains in the home not only during the formal intervention period, but after it has terminated as well. Providing the parent with access to these materials implies that the information is of such importance that it should be available and utilized. Experience with parents during field testing and development of these materials has indicated that most parents did find the readings valuable, wanted to have them in their possession and referred to them even after formal intervention services were terminated.

The program can be individualized to meet the needs of each parent by varying the timing and presentation of the reading material and the accompanying discussion according to the information. For example, readings which cover very general topics or which summarize procedures can be presented at the end of a visit, read by the parent during the interim and briefly discussed at the beginning of the next visit. Readings which refer to the use of a specific procedure can be handled differently. The instructor could describe the procedure for the parent, use it during the teaching activities and identify it by name when modeling it. At the end of the visit present the parent with the reading material and reiterate the important points regarding its use. Thus when the material is read it will be more meaningful to the parent. During the next visit, either the parent or the instructor can reiterate the main points and discuss the use and effectiveness of the procedure in the activity which was taught that week.

With other parents a step-by-step approach will be required. The instructor can set aside time during the visit to read the material with the parent. As each main point is covered, the instructor can discuss it with the parent and model the procedure for the parent. For example, if covering the topic of *Aids to Use in Teaching*, the parent and instructor may first read the section on *Modeling*. The instructor would then show the parent some examples of modeling and follow this up with a review of recent teaching activities in which modeling was used. The same steps would then be repeated with the section on *Physical Aid*. This type of presentation would, of course, require more time than the one described earlier resulting in the topic being covered during a number of visits. Though it is more time consuming, it is a strategy that is effective with many parents.

Regardless of the timing pattern utilized, it is important to be specific with the parent when discussing the topics or determining parental objectives. The instructor should not hesitate to be repetitive if it is felt that it will assist the parent in understanding the information or make the parent more aware of the objective. Repeating principles for usage and pointing out specific examples of various procedures when they are used in teaching will assist the parent in understanding and using teaching techniques. Relating concepts described in the readings to the parent's own experience with the procedure is extremely beneficial. Pointing out these relationships tends to bridge the gap between the parent viewing a strategy as "something I read" and "something I regularly use with my child."

As the purpose of this program is to give the parent the skills necessary to teach and manage child behavior and to use these skills independently, any step toward independence by the parent should be reinforced. The instructor should inform the parent that he will not only allow, but will expect the parents to assume responsibility for teaching their child. By reinforcing these parental efforts toward independence the parents will be encouraged by the success and be more confident that the role of teacher belongs to them; they are not usurping a role which belongs to the instructor. The parents should obviously be told directly that they are the teachers, but this idea can be incorporated into the reinforcement the instructor uses, too. By doing this the instructor can subtly convey the idea to the child as well. Statements such as "I like the way you worked for your dad." or "Isn't your mom a good teacher?" communicate the message to the parent and child, serving as a reinforcer for both of them. Thus the parents can feel confident that they are accomplishing the program goals and be reinforced by the child viewing the parent as his teacher rather than the instructor.

INAPPROPRIATE INSTRUCTOR BEHAVIOR

Through field testing these materials, the procedures described here have been discovered to be effective in working with parents. This experience with a small sample of parents also yielded a number of techniques which were not facilitative to the parent-child-instructor interaction. Instructors are encouraged to be innovative in developing additional strategies which will be helpful to them. However, to provide some additional guidance, the following behaviors were uniformly nonfacilitative to the interaction and hence should be avoided.

1. Instructor masking the parent's reinforcing the child. Many instructors became *the* reinforcing events for the child and in essence usurped or suppressed the parent's

verbal praise. We should teach and encourage the parent to become the positive reinforcing event for the child at all times, even during the home visits. Instructors should avoid falling into their own *Reinforcement Trap* of becoming the reinforcer for the child and being reinforced by the child's progress, etc. By being in the home only once a week, the instructor can easily fall into this trap and usurp and suppress the role of the parent as the reinforcing person for their child.

2. Instructors taking over the teaching of the child when the parent is experiencing difficulty during the task serves to punish the parent (i.e., the parent withdraws physically and/or psychologically from the situation). It also may not serve as an instructional tool for the parent as we have not a) specified anything for the parent and, b) told the parent we are modeling appropriate behavior, thus the model may be lost on the parent. In this situation it is more appropriate for the instructor to first prompt the parent with a verbal direction describing the desired behavior. If this does not result in the parent correcting her response, the instructor should then model the behavior for the parent. However, the instructor should make the parent aware of the specific behavior that is being modeled and model only for a brief period of time. Control of the task should be quickly returned to the parent to provide her with the opportunity to practice the more appropriate teaching behavior.

3. Instructors do families a disservice if they concentrate solely upon the Activity Charts and having the parent model and subsequently execute the procedure during the rest of the week. Too often, when the focus is solely on these prescriptions, it becomes much too easy to ignore the inappropriate parent-child interactions that may occur at times during the home visit when the parent is not working specifically on the prescriptions. Instructors should more appropriately recognize these occasions as opportunities to prompt, model, or discuss with the parents better ways to manage the situations or teach the child. Such opportunities should be seized upon by the instructor as potential learning situations for the parent; it is better to immediately instruct the parent than to let her continue practicing inappropriate responses.

4. Instructors sometimes do the parent-child interaction a disservice when they bring in edible reinforcers and use these reinforcers when they work with the child, but then do not let the parent have access to the edibles when it's the parent's turn to work with the child. This undermines the effectiveness of the parent's work with the child, and reinforces the notion (in the child) that the instructor is the better, more reinforcing "teacher". Instructors should not only encourage the parent to become *the* reinforcing teacher agent, but they should also encourage use of edible reinforcers (if they are used) that are already available in the home environment. This helps build in generalization and maintenance not only for the child, but also for the parents.

5. Instructors should not ignore responses which indicate a parental lack of understanding of the procedure being presented. There is a degree of reluctance on the part of the instructors to discuss a certain point at length for fear of boring or insulting the parent. Parents will often say that they understand something and later performance indicates that they do not. An effective strategy here is to reiterate main points regarding a procedure and then prompt further discussion by posing application situations. Superficial coverage of any procedure should be avoided.

6. The instructor should not foster parental reliance upon the ready-made educational games which the teacher brings. Sometimes the instructor allows the availability of formal educational games to determine the selection of the activities which are prescribed for the child. Many skills can be taught with materials that are in the home or through homemade games that the parent or teacher have developed. Whenever possible, encourage the parent to use materials or routine activities in the home to teach or review skills. Furthermore, prompt the parent to vary the specific activities by using a variety of materials in order to maintain the child's interest and promote response generalization.

7. Instructors should not persist in working on a new activity with the child until he tires of it. It is better to turn the activity over to the parent when the child is still interested in and excited about trying it. If the activity is turned over when the child is beginning to tire of it and the child does not cooperate with the parent, this is punishing for the parent. Parents begin to think that the "child has more fun when he does it with the teacher." Whenever possible, have the parent finish taking baseline and turn over the new activity after briefly describing or modeling the teaching technique. After the parent has had some practice in selecting teaching techniques, you might allow the parent to model how she would teach the task without an initial model from the teacher. If necessary, the instructor can prompt the use of more appropriate techniques without taking over the activity.

8. When planning weekly goals for the child it is important that they be attainable in one week. By breaking major teaching objectives into smaller, target behaviors we enhance the feelings of success for both the parent and the child. However, instructors and parents should avoid overemphasizing success and prescribing activities which the child will achieve on the first or second day. Tasks which are mastered this easily provide little challenge for the child. It has also been noted that continued drill on acquired tasks often precipitates misbehavior which may lead to deterioration of the parent-child interaction. Additionally, when such goals are prescribed by the instructor the effect can often be that of the parent feeling as though the instructor has little confidence in the parent's abilities. Consequently, the parent may view her role as that of merely providing practice for skills the child can already perform.

   The information obtained through taking a baseline should indicate whether or not the goal is appropriate for a week interval. Parents and instructors should use the baseline data to adjust the amount of aid stated in the objective. If a child performs correctly 75% of the time at baseline, the objective should be changed to provide the child with a challenging task.

Parents can be instructed to independently change the amount of aid provided if the child reaches the criterion level on the task for two consecutive days. When such changes are made they can be noted on the Activity Charts by the parent.

9. Quite often, instructors are hesitant to engage parents in a full, explicit discussion of a particular concept or procedure for fear of appearing condescending. They frequently attribute greater knowledge and understanding on the part of the parent than is warranted, and thus, do not give a complete, comprehensive presentation of the material. The parent can then be left in a state of confusion and perhaps will fail with the technique because of a lack of sufficient knowledge or detail to succeed. Experience has taught us that parents want more discussion, discussion that is unambiguous and comprehensive.

STRATEGIES FOR INITIATING AND MAINTAINING DISCUSSIONS REGARDING THE PARENT MATERIALS

The primary vehicle for teaching the skills delineated in the Parent Behavior Inventory is not the parent readings themselves, but the interactional process between the parent and the instructor. The readings serve as a necessary adjunct to this interactional process by providing the parents with the basic information regarding the use of each of the procedures and relating that information to their current or previous experiences with parenting. Once parents have this basic information the instructor's role is to assist the parent in identifying those strategies which are applicable to the child and how these strategies can be used to teach and manage behavior. The parent and instructor can then apply this information in determing which of the goals in the inventory the parent will work toward.

Though the process appears to be straightforward, breakdown can (often does) occur somewhere between the parent reading the materials and the parent choosing a goal. The obvious route to take in bridging the gap between these two events is that of the instructor prompting a discussion with the parent. This discussion should allow the instructor to provide the parent with additional information about the procedure and lead the parent to view it as applicable to herself and her child. It should further identify situations where the procedure could be implemented to provide positive outcomes for both parent and child. Following this type of discussion the parent will be more receptive to determining the use of a procedure as a goal for herself.

The instructor should not feel as though he is forcing something on the parent; the parent should be committed to the goals. Open discussions provide opportunity for the parent to evaluate and either accept or reject the procedure. The ethics of the instructor individually determining parental goals and working toward them without informing the parent is questionable. Additionally, the success of such a program is doubtful. At best the parent will be mechanically carrying out a procedure in situations specified by the instructor without enough practical knowledge about it to generalize its application to new or similar situations. The discussions are imperative then in order for the parent to be a part of planning her own goals as well as those for the child. It has been found that when people are involved in planning programs and help determine goals they work harder toward achieving those goals than they do when the goals are established by someone else. Therefore, it is of great importance that the parents discuss the topics with the instructor so that goals can be determined jointly.

The best way for conversations regarding these materials to develop is to have the parent say that some aspect of the reading was of interest, was applicable to their child or additional information would be appreciated. Not all parents will volunteer this type of information. It will happen with some very open and assertive parents, but will not with many who are less forward. Discussion with all parents, however, will be facilitated by setting the stage for discussions by developing rapport with the parent, making your expectations explicit, and posing questions which require application of principles. The purpose of the materials and the role of the parents can be stated when they are enrolled in the program. The function of the materials can be summarized in the following way.

1. The purpose of the program is to teach parents to actually employ the procedures discussed to teach children and manage their behavior.
2. The skills required will be modeled for the parent and discussed.
3. The function of the reading material is to give them an explanation of the procedure, principles for using it, and those behaviors or situations to which it can be applied. Their purpose is essentially informative.
4. The response sheets which accompany the readings serve as a tool for the parents to assure that they have assimilated the information, and can apply it to sample cases.
5. Parents are to read the materials keeping in mind that they are learning to perform these skills. Therefore, discussions, etc., must accompany their reading to facilitate skill acquisition.

In summary, the parent must know that the purpose is not simply to read a series of materials. She is expected to use the information presented in them to teach her child and learn new ways to manage child behavior. This goal assumes that the parents identify themselves as learners in the forthcoming interactions as opposed to viewing only the child as the target of the teaching process.

Even when the program goals have been made explicit the burden of initiating and maintaining discussions will largely be the responsibility of the instructor. The best tool available to do so is the use of questions. Therefore, it will be advantageous for the instructor to plan in advance the questions he will pose to the parent. The purpose of this preplanning is to structure questions to evoke the desired response from the parent. Too often instructors can fail in developing discussions because the questions they chose to ask were not the type which would prompt anyone to discuss the topics in detail.

Inappropriate Questions

There are two types of questions which instructors can eliminate from their repertoire. These are questions which prompt single-word responses and questions which are so general in scope that they serve only as an introductory device as they usually prompt vague, noncommital replies. The following are examples of the first question type. Any question formulated in this way requires a single-word response. It does not prompt the parent to evaluate or apply any of the information presented. As a follow up question would be necessary if any of these questions were asked, it is best to formulate a more appropriate question and eliminate the need to ask two.

Question	Probable Parent Response	Evaluation
Is this something you might use?	YES or NO	Don't ask about probabilities, focus on what has been done and what they will do.
Is there some goal for yourself that you'd like to work on?	YES or NO	This type of question leaves too much room for the parent to refrain from choosing a goal. Could be restated as a choice question.
Did you read the handout?	YES or NO	Assume that the parent carried out the assignment and then ask specific question regarding content or application.
Can you see how ignoring misbehavior can stop it?	YES or NO	It would be more appropriate to ask any of the later question types.

The following examples illustrate the type of question which is far too general. Again, this type will have to be followed up with another question; therefore, formulate a more appropriate question and eliminate the need to ask two.

Question	Probable Parent Response	Evaluation
What did you think about it?	General, noncommittal reply usually irrelevant to content.	Doesn't focus on any specific aspect to prompt the desired response.
Did you like it?	General, noncommittal reply usually irrelevant to content.	Doesn't focus on any specific aspect to prompt the desired response.

The remaining question types are of value in certain situations. It is important to evaluate them and apply them to the appropriate situations. By individualizing these questions for each parent based upon her level of mastery you will be able to prompt discussions rather than becoming offensive by interrogating the parent without actually developing a two-way discussion.

Choice Question

These questions provide the parent with all necessary information and require that the parent choose between two or more specified alternatives. They are effective when used at the introductory level with a parent who has not had much exposure to a particular procedure. This type of question should not be used when the parent is near mastery as it limits the amount of information she must apply to a given situation.

Question	Probable Parent Response	Evaluation
Would you prefer to work on Aid or Correction as your next goal?	Parent will choose one of the two choices or present alternative goal.	Parent has only to choose between the two goals. Good question for parents early in program course.
Would you begin teaching *this* week step 3 or 4 in our task analysis? Why?	Choice of one of the steps specified and a rationale.	For parent who is less confident about procedure and has had less experience with it, this question reduces the possibilities and improves chance of success.

Would you use a ball or a pillow to begin to teach catching?	Choice of one of the two alternatives.	For parent who is less confident about procedure and has had less experience with it, this question reduces the possibilities and improves chance of success.

Choice questions can be used inappropriately when they provide alternatives which you do not want the parent to have. For example, asking, "Would you like to choose the materials for this activity?" when you want the parent to do so, provides an opportunity for refusal. Therefore, this should not be presented as a choice question.

Application Questions

These questions require the parent to use the information from the readings to plan teaching situations. They are appropriate at any level of mastery because they can be made more or less difficult by specifying most of the information or specifying very little of the information regarding the application situation. The example questions show several different levels of difficulty.

Question	Probable Parent Response	Evaluation
How will you use verbal aid in teaching a nursery rhyme?	Application of procedure to specific situation.	Provides opportunity for parent to explain use of strategy in present teaching situation.
What materials in your home could we use to teach this activity?	Parent suggests possible materials available.	This type of question implies that there are things available and the parent should offer them. Also it specifies the activity to help the parent.
Which of the skills that you are working on with your child would (dad, brother, or sister) be able to become involved in teaching?	None or statement of specific skill(s) that other family members might teach.	Stimulates family involvement by having parent consider specific activity that spouse or siblings might teach the child.
If your child responds incorrectly in _____ activity, what aid would you provide as a correction?	Description of appropriate correction procedure or "I don't know".	Good question for the parent who uses aid appropriately to evoke a response, but does not effectively or consistently use it as a correction procedure.
What level in the task analysis would you use to start teaching buttoning?	Depending upon parental level, you may receive correct response of some step in the task analysis, and possibly a rationale.	Would be effective question with parent who understands terminology and has previously demonstrated skill in choosing appropriate target behavior.
What type of aid would you provide when you begin (after your child can partially perform the activity) to teach your child to tie shoes?	Explanation of how type and amount of aid would be varied to meet the child's learning needs or "I don't know".	Prompts parent to consider appropriate use of aid in a specific teaching situation.

Evaluation Questions

This type of question requires the parent to describe appropriate situations for use of a strategy, a rationale for its use or a description of the effectiveness of a procedure in a given situation. This question specifies the situation and requests the parent to give the "reasons why". Like the application question, it can be varied in difficulty by providing the parent with more or less information. This type of question is not generally appropriate for introductory discussions as it requires considerable understanding of how a particular procedure operates.

When your child displays (*specific undesirable*) behavior, how do you handle it? Why do you think that discipline technique is effective or ineffective?	Description of how parent copes with a specific problem behavior and evaluation of the effectiveness of specific behavior management techniques.	Leads to discussion and evaluation of specific behavior management techniques. Ideally, this question should be addressed to a problem behavior which the parent wants to weaken.

Question	Probably Parent Response	Evaluation
Why wouldn't you use *verbal cues* to teach *red and blue?*	Evaluation and explanation of why a given procedure is effective or ineffective in a particular situation.	The question is specific enough to prompt the parent to give the procedures. Probes application of a specific procedure to a specific teaching situation.
Why do you think that happened?	Explanation of effect of procedure or "I don't know".	Cues parent to consider causes and effects of particular strategies or behaviors.
What happened when you used_____? Or if you didn't?	Description of situation.	Focuses on effect of the procedure.

Generalization Questions

The following are examples of questions which can be used when a parent has demonstrated considerable skill with a procedure. They are open-ended questions which specify very little about the application situation. Though appropriate at the generalization level, these questions should not be used with the parent at earlier steps in the process as they do not provide the structure the parent requires at that time.

Question	Probable Parent Response	Evaluation
Summarize the important points regarding _____	Summary of reading in the parent's own words.	This type of request prompts the parent to discuss the specifics of a reading and is much more effective than "What did you think about it?"
How would you use aid to teach your child a skill?	A general discussion of the procedures for using aid.	Many parents would have a difficult time with this because they have to choose aid, skill and procedure. Inappropriate for introducing topic, would be effective at a time when parent was near mastery.
How have you used _____ in other activities?	Explanation, listing of previous experiences.	Associates present topic with actual personal experiences with the procedure.
What objective have you selected for yourself this week?	Statement of objective or that there is none.	Good question for parent who is at generalization and maintenance stage of program. As it implies the parent should assume responsibility of choosing own goals.
Do you have anything in your home that we could use to teach your child?	Yes. Suggestion of what materials are available.	Use only if you are sure the parent won't say she has nothing available.

What steps (task analysis) would you take to teach your child _____?	Completion of task analysis either independently or with instructor's assistance.	Good question for the parent who has successfully answered choice questions and is ready for attempting a task analysis of a specific skill.
How might you vary *this* activity by using other materials in your home?	Statement of what other materials in the home might be used to teach the same skill.	Encourages parent to use routine situations and materials in teaching a specific skill.

If discussing REINFORCEMENT, here are some examples of questions that would be appropriate and others that would be inappropriate to ask.

Ask

Tell me in your own words what the main point of that article was.
How do you presently reinforce your child?
How often?
For what?
Can you give me an example situation in which you reinforced a behavior and the child continued to engage in the behavior?
Would you use praise or tokens to teach this activity?
What praise will you use?
What kinds of token or edible reinforcers could you use from things around the house?

Do Not Ask

How did you like it?
Did you understand it?
Do you reinforce your child?

The instructor, then, should be aware of the way in which the questions asked of the parent can affect the parent's response. The instructor will be far more successful if questions appropriate to the parent's present level of experience with a particular concept or procedure are posed. In addition to questions, the instructor is reminded to view each parent as an individual and consider the parent's feelings before approaching some topics.

Targeting Objectives for the Parent

The parent materials have a dual purpose; to teach parents appropriate teaching skills and to teach them effective child management techniques. The teaching part of the program is generally easier to approach because it is not a widely accepted philosophy that parents are expected to be teachers. Therefore, the parents can more easily identify themselves as ***learners*** in this domain.

No one has ever told parents that they are expected to be teachers and therefore should know the fine points about teaching. Consequently, parents are quite willing to say this is something they don't know and would like to learn. There is however, a universal expectation that parents should know how to manage their child's behavior. Thus in order for the parents to identify themselves as learners in the child management domain, if they accept this notion, they must convince themselves that they don't know how to do it as something that they should know how to do or at least they don't know how to do it as effectively as they should.

Realistically, parents as a group receive no more instruction in how to manage child behavior than they do in how to teach children. Expressing this simple fact to parents can often relieve the anxiety they may feel about asking for help with child management problems. To explain to the parent that they are not alone in this regard is also helpful. Relate examples of other families having similar problems or of you falling into some child management traps yourself. Emphasize the solutions others have found rather than simply the fact that they have had the same problem.

Misbehavior, especially if the target child engages in a great deal of it, can be problematic. As change can be effected more rapidly when the parent acknowledges and agrees with the goal, it is important to involve the parent in targeting goals for changing her own behavior. In many cases instructors have been reluctant to institute programs for managing misbehavior when the parent has never discussed the fact that the child misbehaves, that the misbehavior bothers her, or that she feels she is handling it inappropriately or ineffectively.

Often, the parents who reportedly were unaffected by a child's misbehavior may not actually verbalize it, but indicate in many other ways that the behavior is annoying to them or that they would like to handle it more effectively. If the instructor is involved in a family situation similar to this, an initial target would not be to institute a management program that focused on changing the child's behavior, but to get the parents to acknowledge the fact that the behavior is inappropriate and a management program is required.

With many other parents, the issue of their child's misbehavior may not immediately present itself. The parent may be reluctant to initiate such a discussion early in the instructional period, until she becomes comfortable with the instructor. Because the instructor is a novelty and a fun person to work with, the child may initially be so enthralled with the program that noncompliance or other forms of misbehavior do not surface. Eventually, however, small signs begin to appear. Perhaps, the parent will find that "See he works so much better for you than he does for me," or "I sure wish he would behave this way all the time," or to the child "Why won't you work like this for Mommy?". Other signs may emanate from the child:

1. The child may start to become negativistic, refusing to work for the parent or instructor with the parent attempting to cajole the child into working further.

2. The child may constantly interrupt any individual conversation between the instructor and parent, ignoring the parent's attempts to redirect the child or command the child to be occupied elsewhere.

Eventually, the parent may ask for suggestions from the instructor regarding the child's misbehavior, or initiate a discussion with the instructor on the subject. If this does not occur, then the instructor would seize one of the increasing opportunities to prompt a discussion regarding child misbehavior. For example, if the parent again complains about how the child works better for the instructor than for the parent, the instructor could respond "You know, you've said that to me a couple of times now. What's different about the way he responds to you when you're working with him?" Once the parent has specified the particular behavioral differences, the instructor should attempt to prompt the parent into conjecturing the possible antecedent and consequent events which may be evoking and maintaining the inappropriate behavior: "Why do you think he behaves that way for you? Do you think anything occurs before or after his misbehavior that could be changed to get him to work better for you?"

Perhaps this situation can better be described in terms of observed needs and expressed needs. Observed needs are those parental behaviors which the instructor feels require change to make the parent a more effective teacher and manager of child behavior. Expressed needs would be those behaviors with which the parent acknowledges she would like assistance. Often the instructor may begin targeting goals which fall into the category of expressed needs at the same time at which she has a secondary goal of trying to change observed needs to expressed needs. The particular needs expressed by the parent may not always be those which the instructor feels are of the greatest importance to begin teaching. However, working on these needs may set the stage for better rapport with the parent, establish confidence in the instructor and the program and consequently result in developing a greater number of expressed needs that may be more critical to teaching and managing behavior.

How to Change an Observed need to an Expressed Need

The first and best strategy is to provide information. If the parent is presently ignorant of the possibilities that exist in terms of alternative or new approaches to teaching and child management, the first step is to inform the parent with the appropriate readings. They can serve as a stimulus for discussions during which the need to employ a specific procedure can be explained to the parent.

A second strategy that can be effective is recording parental behaviors. A parent who requests her child to do things instead of giving clear directives may not be aware of what she is doing. If the instructor observes this and records the number of times the parent gives the child a choice when none is intended this information can be used to illustrate to the parent that there is a need to try and change the behavior. A parent who gives a great number of commands to her child without following through can also benefit from being shown exactly how many commands she is giving her child. At times the quantity itself is enough to convince the parent that this could be changed. Simply making the parent aware of the frequency of occurrence of behaviors that are inappropriate can assist in changing an observed need to an expressed one.

SITUATION I

The following is a sample of how discussions do not develop with some parents. The parent has been asked to read *Reinforcement* and *How to Weaken Misbehavior.* When they were given to her she was prompted by the instructor that one of the main points of the materials is that adult attention has a very powerful effect on children. It can be used selectively to maintain desirable behaviors, but can also maintain misbehaviors when attention is given to them. The instructor, who had been in the home for three or four previous visits, had already observed the parent paying much attention to misbehavior by giving many commands and not following through with them and engaging in arguments and sarcasm with her children regarding these misbehaviors. On returning the following week the instructor was anxious to discuss the two readings and see how the parent had reacted to them. She hoped to use the readings as a focal point to establish goals to change some of the parent's behavior.

THE INSTRUCTOR WAS NAIVELY EXPECTING A CONVERSATION LIKE THIS . . .

Instructor: "Did you read *Reinforcement* and *How to Weaken Misbehavior?*"

Parent: "Yes."

Instructor: "Well, what did you think about them?"

Parent: "It really made me aware of what I'm doing. I've noticed that I really don't pay much attention to the kids when they're good. But when they do things I don't like, I yell at them, but I really don't follow through ... I'd really like to work on ..."

HERE IS WHAT ACTUALLY HAPPENED . . .

Instructor: "Did you read the handouts on *Reinforcement* and *How to Weaken Misbehavior?*"

Parent: "Yes."

Instructor: "Well, what did you think?"

Parent: "They were okay."

Instructor: "Ah, well, um... Can you see how some misbehavior can be encouraged when it gets a lot of attention even if the attention is negative like yelling or giving repeated commands that aren't followed up?"

Parent: "Oh sure, but I don't do that. I just tell them once and they do it because they know if they don't, I'll get the belt."

Instructor: "Gulp."

MEANWHILE THIS IS HAPPENING . . .

Child 1: "I want some pop." (Proceeds to leave table where he is working on teaching task and goes to the refrigerator.)

Parent: "No, get back here. You're supposed to be working. You can't have any pop."

Child 2: "I want that puzzle." (Still at table)

Parent: "No, you can't have it, it's for your brother." (Child 1 is getting out pop, Child 2 is reaching for puzzle.)

Parent:	"Put that pop back, you can't have it. Get over here and sit down."
Child 1:	(Whining) "I want some pop." (Pulls off bottle cap.)
Parent:	"I said you couldn't have any now; put it back." "Leave that puzzle alone." (to Child 2) (Parent becoming agitated.) (Child 2 is now playing with puzzle.)
Parent:	"What are you playing with the puzzle for; I said it's not for you."
Child 2:	"Up yours."
Parent:	(Grinning, slightly embarrassed) "Up yours?" (patting child) "Where do you get that 'up yours' stuff?" (Child 1 takes swig out of pop bottle.) "What are you doing? I said 'no'. Now put it back."
Child 1:	(Snickering, puts pop back.)
Parent:	"Sit down, here." (Child 1 complies)
Instructor:	Oh, God!

POSSIBLE SOLUTIONS

Obviously, this example is a bit extreme, however, it is a situation which actually did occur. Though this entire set of problems does not generally develop in a single home, subsets of these behaviors will be encounted with many families. Anyone who intends to change these parental behaviors must have a number of strategies at his disposal to move from the superficial level of conversation. Prior to discussing strategies, let's review the parent-child-instructor interaction described above and pinpoint the potential problems.

1. The parent is not carrying through on commands.
2. The parent is reinforcing misbehavior by paying negative attention to it and reinforcing it with pats and sarcasm when embarrassed by it.
3. The parent is not accurately assessing her own behavior in terms of what type of directions, how many she gives, or carrying through on them.
4. The very general question, "What did you think" does not lead into a discussion with the parent.

The situation described — though far from ideal — does hold several openings for productive discussion and goal determination.

It's always easier if the parent states that the child's misbehaviors are bothersome to her. Many times the parent will not verbally state her disapproval of the behavior, but many other indications may be evident. For example, body posture, looking anxious or bothered when the behavior occurs. Discussion can often be prompted by the instructor by saying, "It looks as though you're upset by that.", "You look awfully uncomfortable; what is it that's bothering you?" If you know the parent and can predict what type of strategy may be effective, you have a solid base from which to work. You will know how frank and forceful you can be. Some parents respond well to a very open evaluation of the situation. If the parent is responsive to this strategy, it further requires that the instructor be confident, frank, and feel comfortable with the intervention strategy.

One way to intervene in the situation described earlier would be for the instructor to take charge of the situation. She could have gone to the refrigerator, repeated the parent's directive to put the pop away and then physically helped the child to do so if he did not comply. She then could have told the child to return to the table and reinforced him for doing so. This model of how to handle misbehavior could then serve as a situation from the natural environment which would exemplify the specific procedures addressed in parent materials.

Of course, before one would take charge of the situation in the above manner, one would have to have a sense of whether or not the parent would accept this. Some parents would, others would probably make a point of not being there the next time you came. For the latter type of parent, a different set of strategies would be required which would more gradually approach the problem. One strategy would be to ignore the behavior that was presently occurring and refocus the parent's attention on the content of the readings.

If the instructor chose to deal directly with the behavior which was occuring it would be beneficial to focus on the parent's strong points prior to pointing out what the behavioral deficits may be. Regardless of how bad the situation may appear at first glance, there will be some behaviors which are appropriate. Even in the situation described earlier some positive behavior can be identified, reinforced, and use as a focal point to make the parent aware of some less appropriate behaviors she may be engaging in. For example, the instructor could have said, "I like the way you give directives (commands) instead of requesting that your child do something." This compliment could then be related back to the reading *How to Weaken Misbehavior.* Ask the parent if it occurred to her when she read it that that was one thing she frequently did. Then draw the parent's attention to another point made in the reading — you must follow through on commands. You could review the parent's statement that she always did follow through on commands. You can say that yes, you may follow through, but how soon you decide to follow through is also a factor. If the instructor had recorded she could then tell the parent that in fact she had given 11 commands and had carried through on none of them. From this point you could make several suggestions:

1. You may follow through with a spanking after I leave ... but, that's too late.
2. If you follow through on little things right away, such as "get out of the refrigerator" then you may not have to resort to severe punishment later on.
3. Discipline should be an ongoing thing and not a crisis intervention strategy.

SITUATION 2

The following discussion illustrates a situation in which the parent rejects use of a procedure due to lack of full understanding of it. The parent has been reinforcing correct responses at a very low rate. The target child does not require primary reinforcers, but does require a substantial amount of praise and encouragement to continue working.

Instructor:	"I hope you had a chance to read the article on reinforcement."
Parent:	"I did read it, but my husband and I don't believe in that kind of stuff. I don't think you should pay kids with candy for doing what

they're supposed to do. They just expect to get things like that all the time then.

Instructor: ???????

POSSIBLE SOLUTION

In this case as in many similar ones, the problem is that the parent has read the material, but focused only on a single aspect of it. The instructor should be more persistent in cases like these and give a more complete explanation of the procedure to the parent. The instructor need not try to convince the parent to use candy, but only explain its utility in certain cases. Emphasize the notion of reinforcement, and the hierarchy of possible reinforcers.

The first step would be to refer back to the reading and review all of the possible reinforcers that can be used. Second, explain the effect reinforcement has in changing behaviors, especially as a feedback device to let the child know that he has produced the desired response. Third, relate reinforcement to the parents own experience level: for example, how compliments on a certain meal may well result in her preparing it again, or actually present the parent with some new and complicated task. Let her attempt it without any reinforcement in the form of knowledge of correct results and then with this type of feedback to demonstrate how helpful reinforcement is in learning. Fourth, point out to the parent how she has been using attention and praise as reinforcers with her child in the teaching situations that the instructor has observed. Fifth, point out what the child's response to reinforcement has been.

The problem here is primarily that of narrowly defining the concept of reinforcement as candy. Most of those parents who reject the idea of the use of edibles and tokens accept and use other forms of reinforcement; the trick is to get parents to see how they use reinforcement naturally, but to have them use it more systematically and for their child's benefit. Frequently parents will give their children snacks during the day on a noncontingent basis. In fact, in some cases the parent may provide the child with a snack immediately after misbehavior as a means of redirecting the child's behavior. This situation can often be solved by convincing the parent that a snack is a reinforcer and it could be given after an appropriate behavior rather than after misbehavior.

SITUATION 3

A common problem encountered by instructors working in a home situation is that of a family with two or three preschoolers who are present during the teaching time. The one child who is the target of the intervention program obviously must be present. The remaining preschoolers must then be occupied in some manner to allow the target child, parent and instructor to accomplish their tasks. The problem is often heightened by the fact that one child is in a situation where he is receiving the attention of two adults along with tangible reinforcers and the other children are expected to remain outside this setting.

POSSIBLE SOLUTIONS

This situation can be controlled in several ways. The first possible solution is to adapt the visit time to the natural schedule of preschoolers, e.g., most of them do nap for a few hours each day. Set your arrival time for one-half hour after the non-targeted children are put to bed. This is a viable solution only if the program goals do not include the parent effectively managing all of the children at the same time. When this is a goal it will be beneficial to begin working with one child and bring the other children into the teaching situation as the parent demonstrates adequate control over one child.

Practically speaking though, not all of one's visits could be arranged at this time so an instructor will require strategies for handling these situations besides scheduling.

The second strategy is a four step procedure.

1. Establish rules regarding when the non-targeted children may be involved in the interaction and when they may not.
2. Provide materials and activities for the children during those periods when they may not be involved.
3. Strictly enforce the rules you have established. Do not attend to, reinforce, or allow the child to remain should he attempt to become involved in the interaction.
4. Reinforce the child with attention for remaining outside of the interaction during the specified times. This can be done with praise, tangible reinforcers, or by including them in a play activity at the end of the session so they can have some adult attention as well as the targeted child.

In most cases the children learn to abide by the rules if they are consistently enforced and the child is consequently reinforced.

The following is a list of possible activities which have been effective in various homes to occupy non-targeted siblings.

1. Fill a plastic bag or small box with odds and ends for the child to look through and play with. Put in things like blocks, beads, colored stones, crayons, paper, or anything else you feel would attract child's attention. Try to put a few different things in each week to make it a surprise for the child.
2. Bring a special puzzle, book, game, or activity for the child each week.
3. Request that the parent have a large cardboard box available. Let it be the child's special box to play with while you are there. Bring things for him to decorate it and perhaps props to stimulate his imagination to make it into a fort, a house, and so on.
4. A construction activity.
5. Alternate the above activities to provide the child with something special each week to avoid satiation with any single activity.

GENERALIZATION AND MAINTENANCE

One of the most troublesome aspects of any intervention program seems to be the transfer and durability of any change that takes place. Even when the intervention is demonstrated to be effective during the treatment phase, to what extent are the changes generalized and maintained? This is a most significant outcome question, and one which has too frequently been answered with disappointing results. However, a small body of research suggests certain strategies which have been found to be effective in promoting generalization and maintenance, at least under the circumstances studied. Some of these strategies will be discussed below, in the context of the interaction that occurs between the instructor and the parent. Additionally, strategies which have been attempted and which have proven to be of clinical significance in the development of the Parent Program will also be enumerated. Generalization is defined as exhibiting responses that are similar but different from those trained (generalization across behaviors), or exhibiting the same or similar responses in settings other than the training setting (generalization across settings). Maintenance is defined as exhibiting the trained responses or similar responses for some period of time after training has ceased.

The need to develop effective strategies to promote generalization and maintenance has been keenly felt within the Portage Project. Too often we have had our initial hopes and successes with parents dashed by the observation that the skills frequently are not generalized to other situations or maintained beyond our intervention. This has not of course been true for many of our parents; however, the disconcerting number of parents who demonstrate a lack of generalization and maintenance have served as an impetus to develop methods to help promote these important outcomes. Most of our home teachers have experienced the situation in which a parent performs beautifully while working with the child on the prescribed Activity Charts, only to see this behavior break down after the structured teaching session is completed. Imagine, if you will, the parent reinforcing the child for the good work that he did on the prescribed tasks and excusing him from the table. The child then goes over to the refrigerator while the instructor and parent are gathering the materials and chatting. Observing that the child is scrounging around in the refrigerator, the parent asks the child to please close the refrigerator door. This "request" is studiously ignored by the child, so this time the parent emphatically announces, "I told you to get out of there!" The child responds, "I'm hungry," and by this time has secured a piece of cake. The parent immediately jumps up from her chair and physically intervenes, precipitating a tug-of-war with the child. The parent wins the brief skirmish over the piece of cake, and the child is now whining and grabbing for the cake held high by the parent. By now quite frustrated, the parent finally sets the cake down on the counter and lets fly with a couple of sound smacks across her child's buttocks, reducing her child to tears. The parent looks sheepishly over to the instructor, announcing, "Sometimes you have to give them what they're asking for."

Variations of the above theme have been occasionally encountered by the Portage Project staff. The parent is performing quite well under the structure of the Activity Charts and the modeling of the instructor, but the skills and techniques do not generalize or are not maintained *even while the instructor is in the home.* The effectiveness of the instructor in changing the parent-child interaction may well be analogous to the eye of a hurricane: the parent works well with the child on the prescribed teaching tasks, but everything surrounding this is the usual inconsistent, ineffective and occasionally counterproductive parent-child interaction. Obviously, such experiences are not reinforcing to instructors, rather, they are aversive. Because they are aversive, the instructors are quite susceptible to the temptation to ignore them, quickly gathering their materials and making their exit. Such resignation need not be the sole alternative, however. If instructors assume the philosophy that the entirity of their interaction with the family is the clay with which they can help shape new, more appropriate behavior, they can not only make their intervention more effective, but they can also begin to approximate the goals of generaliztion and maintenance. By seizing upon such opportunities as described above, and utilizing the various interactional steps of the parent teaching process, instructors will be maximizing the value of their intervention and will be enhancing the transfer and durability of the learned techniques across situations, children, and time.

Tactics to Enhance Generalization and Maintenance

The following tactics hopefully will provide instructors with the capability to program generalization and maintenance of learned techniques, both for the child and the parent. The tactics are described as they would relate to the interaction between instructor and parent, or between parent and child. Most of these tactics have modest support from research findings; others represent clinically supported techniques or armchair hypothesizing, which await empirical support.

In considering the various tactics delineated, one can dichotomize them into a behavior or skill perspective and into a time perspective. The first eight tactics represent skills that the parent can be taught to enhance generalization and maintenance in her child, or that the instructor could use with the parent to enhance generalization and maintenance of the parent's teaching and child management behaviors. The remaining tactics (9 through 11) represent a time perspective in that they are techniques instructors can use to fade their active involvement in the parent-child interaction, transferring effective control to the parent.

1. **Teach Sufficient Exemplars** - An effective means of promoting generalization is to provide many examples of the particular response you are teaching the parent or child. By providing sufficient and diverse examples, generalization of the response seems to be ensured. For example, if an objective was to instruct the parent in providing a correction procedure without pairing the correction with a negative statement, the instructor would want to give the parent many examples of negative statements paired with the correction procedure, as well as examples of providing correction without the negative feedback. By giving the parent a variety

of examples, the parent may begin to recognize perhaps even subtle ways in which she provides negative feedback with the correction, and will later be better able to avoid the negative statements.

Another example may be helpful. If the objective were to teach the parent how to provide verbal praise, the instructor would be wise to provide sufficiently diverse examples of verbal reinforcement so that the parent would generalize this skill to other situations and not view the technique as comprising the perfunctory and stultifying repetition of "good job". With such diversified examples, the parent ought to be able to apply and vary the procedure to make it rewarding for herself and her child.

2. **Vary Training Settings and Circumstances** - Another tactic which may facilitate generalization is to vary the settings and circumstances in which training occurs. Thus, if most or all of the interactions between instructor and parent (or between parent and child) take place at the kitchen table and are centered around the prescribed activities, the likelihood that the learned responses will generalize to other settings or circumstances is reduced. As was mentioned above, the instructor should view any part of her interaction with the parent as an opportunity to instruct the parent in teaching and management techniques. Thus, if the instructor has the opportunity to prompt or reinforce the parent, even though they are outside in the yard playing with the child, she should seize upon this opportunity to instruct. The instructor may also want to more formally vary the training setting or circumstances. The instructor could, for example, require that the parent work on compliance not only in the home, but in other settings as well. She might accompany the parent and child on a trip to the supermarket and utilize the various interactional steps described in the parent teaching process to help the parent achieve better child compliance in other, non-home settings. Or, if the objective were to have the parent utilize common household materials in instruction, the instructor may want to first point out objects within the home that could be used to instruct, and then have the parent find other objects and describe the tasks and method in which the materials could appropriately be used. Procedures for accomplishing this particular objective are included in the parent reading *Use of Household Materials. Play, Expansion, and Materials* refer to generalization activities which the parents can use to teach skills during routine household activities. Such strategies not only help the parent generalize her teaching and management skills, but they also help the child develop appropriate responses in other settings and circumstances as well.

3. **Have Parent Train Others** - Having the parent train other individuals in teaching and child management techniques may serve a dual purpose. It may first of all help the parent integrate the various techniques into her repertoire, as the parent would have to organize and sequence the material in order to teach another. Secondly, by having the parent train others, the likelihood is increased that she will incorporate and generalize the appropriate skills. One method of accomplishing this is to switch the typical role relationship between the instructor and the parent. Have the parent be responsible for devising an instructional activity, writing the activity chart, and modeling appropriate presentation *for the instructor*. The instructor could then implement the activity with the child, and the parent could provide corrective or reinforcing feedback. Another method of accomplishing the same objective would be to have the trained parent responsible for training the spouse, a relative, or babysitter. By actively involving others in the utilization of appropriate techniques, the parent will be fostering greater consistency in terms of how other caretakers interact with the child, which ought to facilitate the child's educational and behavioral development. See Purpose/Procedures/Outcome for *Family Involvement* for additional ideas.

4. **Use Others as Trainers** - This tactic may be difficult to implement with many direct intervention models in which training takes place in the home environment. Nevertheless, having another individual provide the parent with the same kind of training may enhance generalization. This tactic is similar to #2 above in that it is an attempt to have the parent learn to respond appropriately to discriminative stimuli (circumstances) other than those present in the original training situation. Practically, this would mean that if the instructor were accompanied by another individual on a home visit and the second individual provided some instruction to the parent, or gave corrective or reinforcing feedback, generalization of parent response would be enhanced. Resource people often accompany instructors on home visits in the Portage Project to provide the instructors with assessment data or program recommendations. These resource people could provide the parent with correlated or additional instruction which would presumably enhance acquisition and generalization.

Having the parent explain her role as teacher to the resource person would serve a dual purpose of reinforcing the parent and helping her integrate the individual teaching steps by verbally explaining them to another individual, as mentioned in #3 above. This strategy has been utilized by instructors implementing the Parent Program, with good results. Parents are reinforced by this event, seem to take renewed pride in their work with their child, and are willing to assume more responsibility in educating their child.

5. **Reinforce Generalization or Maintenance as a Response** - Using this tactic, the instructor would reinforce any sign of the parent generalizing or maintaining the teaching and management behaviors. Thus, if the instructor observed the parent utilizing a technique in different circumstances or in a different setting, she could reinforce the parent specifically for that response: "I really like the way you pointed out color names to Johnny as you got him dressed. I'm sure that will help him learn better." The parent could also be reinforced for using appropriate techniques with other children in the family: "You're doing a nice job of reinforcing Sally as well as Johnny these days. Keep up the good work." Finally, the instructor could reinforce the parent for maintaining appropriate response even though they have ceased to concentrate on that response: "I've really been impressed by the way you continue to give Matt an initial model to start a new activity."

If the parent shared with the instructor an experience in which she demonstrated generalization of the learned teaching and management behaviors, the instructor should be sure to reinforce the parent: "I like the way you use the techniques with your other kids. Thanks for sharing your successes with me." This situation exemplifies two tactics

which can enhance generalization and maintenance: (1) delayed reinforcement and (2) parent prompting her own reinforcement (see #6 below). Delayed reinforcement serves to inhibit the extinction of established responses, and in the situation described above the parent prompted reinforcement for a response that occurred earlier in the week thus serving to enhance the maintenance of responses.

It should also be mentioned that as the parent becomes more proficient at generalizing the techniques, these reponses should become reinforcing in themselves to the parent. The instructor may reinforce the parent on an intermittent schedule as these responses assume intrinsic reinforcement properties, and the intermittent schedule should also enhance maintenance.

6. **Attempt to Construct a Natural Community of Reinforcement** - The question to be answered here is "Will the natural environment provide reinforcement for the trained behavior?" If the parent (or the child) does not receive reinforcement from the natural environment for the learned behaviors, then these behaviors are likely to drop out once the instructor's intervention is terminated. The instructor should, therefore, attempt to encourage the development of a naturally reinforcing system within the parent's (or child's) immediate and larger environment. This, unfortunately, is much easier said than done. However, instructors should attempt to program this into the environment, and should reinforce any instance of, or approximation toward this goal. As an example, consider the case in which the instructor is the primary reinforcing agent for the child during teaching situations. The parent remains rather passive, not reinforcing her child's appropriate responses. If the instructor is not cognizant of this situation and its inherent danger, there is every reason to suspect little maintenance or generalization of learned responses on the part of the child and much less reason to suspect continued motivation to work with the parent on instructional activities. The instructor should first teach the parent reinforcement principles and then gradually shift reinforcement control over to the parent, weaning her involvement from the situation thus supporting a naturally reinforcing system between the parent and the child.

The same principle applies to the trained parent. If the trained parent receives her only reinforcement for applying learned techniques from the instructor, these responses may eventually drop out once the instructor leaves the scene. In order for these reponses to be sustained, the parent may need to receive reinforcement from her spouse, friends, relatives, or children. Actively involving other family members in the intervention strategies may be one means of constructing the beginning of a natural community of reinforcement. Perhaps prompt the spouse or the children to reinforce the parent for exhibiting appropriate response: "Didn't your wife do an excellent job of teaching Mary to tie her shoes." Another tactic may be to have the spouse work on some activities and have the trained parent reinforce the spouse, or have the trained parent teach the spouse teaching or management skills and reinforce the spouse for successful responses.

A final tactic which may contribute to the development of a naturally reinforcing system, is to have parents prompt their own reinforcement. The parent may show a relative, spouse, or friend the child's accomplishments either by having the child demonstrate the skill or by showing his responses recorded on the activity chart. This tactic may also be prompted (and reinforced) in children by having them go up to their parents and show their products or newly learned skills. By having children prompt their own reinforcers, the probability that learned responses will generalize and be maintained is increased.

7. **Have Parents Prompt Themselves** - Parents can be taught to provide themselves with verbal and visual aids in order to maintain and generalize the learned responses. For example, the parent could construct signs and place them strategically around the house as reminders to engage in appropriate respones. If a parent were working on making her praise enthusiastic, she might have signs that read "Be enthusiastic", "Let him know you approve!" and so forth. Another parent might have as an objective the ignoring of minor misbehavior and reinforcing appropriate responses. She could construct visual prompts such as "Catch him being good", "Ignore whining and pleading", and so forth. Parents may also provide themselves with vocal or subvocal reminders prior to beginning a teaching session with their child, much as an airplane pilot might do before he takes off. The parent's "checklist" might include: Be sure to have his attention first, Give an initial model, Reinforce correct response, Give a correction procedure if he makes a mistake, Don't pair negative feedback with the correction. Parents could gradually fade out the use of such prompts as they gained proficiency with these techniques and incorporated them into their routines.

8. **Teach Self-Monitoring** - Teaching parents to monitor their own behavior represents a potentially very fruitful tactic to enhance generalization and maintenance. By tracking responses over time, parents can objectively assess and monitor their own behavior, as well as gain some notion of how their behavior affects their child's behavior. Recording generalization as a response may even be established as an objective for parents. Anytime the parent used a particular response in a setting or with circumstances other than the formal teaching sessions, the parent would record that response on a chart, and perhaps give a brief anecdotal description of the situation. Generalization of the learned responses could thus be directly monitored, and the data sheet would serve as a nice prompt for the parent to receive reinforcement from the instructor, spouse, or others.

Use of the data sheets presented in the Recording Parent Behavior section could be utilized by the parent for the above purpose. If instructors are successful in teaching parents to record their own behavior, as well as their child's, they will have accomplished a great deal in terms of transferring control over to the parent and making them functionally independent.

9. **Gradually Reduce Structure** - As the parents become more proficient in the use of the appropriate teaching and child management techniques, the instructor should gradually reduce the amount of structure she provides to the parent. A reduction of the externally imposed structure should help the parent assume independent control, thus facilitating maintenance of the desired responses. The role

of the instructor should gradually switch from an instructive role to a consultative one. The parent should be encouraged and expected to independently target instructional objectives, devise teaching strategies, implement instruction, and record her child's responses. The instructor would provide consultation to the parent as needed, but the intent would be for the parent to assume the responsibility for the education of her child.

As part of the transition, the instructor should decrease reliance upon the structure provided by the Activity Charts used to plan instructional activities and record child response. It would be folly to assume that parents would continue to use Activity Charts once the formal intervention is terminated. The structure that the Activity Charts provide in facilitating the communication between parent and instructor is tremendous; furthermore, it gives the parent an outline of components to good instructional planning. However, to ensure that the learned responses will be functional and maintained, the instructor should require that the parent verbally explain what her teaching objective is and how she intends to teach that objective, without relying upon the Activity Charts. The same would be true in terms of having the parent record her child's or her own responses. The parent should not rely upon the Activity Chart to record child response, or upon the data sheet, described in Recording Parental Behavior, to record her own response. These should be viewed, toward the end of the intervention phase, as being unnecessary props which may decrease the probability that the parent would maintain the use of the teaching and management skills once intervention is ended.

10. **Gradually Fade Out Visits** - Whenever possible, the instructor should gradually fade out her visits as a tactic to facilitate maintenance. This may not be possible with many parents with whom there are specific objectives yet to be met. However, with those parents who have begun to demonstrate independence in providing instruction to their child, the instructor may wish to fade out the frequency of visits she makes to the family. Perhaps going every other week would be a starting point, with the instructor phoning the parent on the alternate week. The phone calls could also be faded out, with the parent given the responsibility to call the instructor on the alternate week if she needs assistance. By decreasing the amount of interaction that takes place between instructor and parent, in additon to increasing the amount of responsibility the parent assumes, maintenance of response should be enhanced.

11. **Make Later Consultation Contingent** - With a very few families who have been enrolled in the Portage Project, the parents seem to have become overly dependent upon the instructor for assistance. These few parents have relied upon the instructor for advice and assistance even though their child was now enrolled in another program staffed and supervised by other professionals. Although the parents' trust and confidence in the instructors is amply demonstrated, we may have failed these parents by not somehow making them less dependent on our involvement. The tactics described above provide some guidelines for helping parents become functionally independent of the instructor. But it may not be sufficient. We are not advocating that we willy-nilly deny parents later consultation even though our formal intervention with them has ceased. However, we can facilitate generalization and maintenance of learned responses if we make such later consultation contingent. Thus, instructors might require that the parent who is seeking help must 1) describe the problem in behavioral terms, 2) must have recorded some baseline data, and 3) have some notion of the controlling antecedent and consequent events. When the parent has such information, the instructor could prompt the parent's problem solving capabilities and cue the parent's use of the techniques she used with her child in other situations. The instructor would need to be sensitive to the parent's feelings and nature and severity of the problem, but this tactic of making later consultation contingent on some appropriate parental responses may facilitate generalization and maintenance.

SUGGESTED READINGS

For those readers interested in the ideas and principles presented in this manual, the authors provide the following list of books for additional reading and study.

1. *Living with Children,* Patterson and Gullion; Research Press, Champaign, Illinois, 1968.
2. *Child Development I, A Systematic and Empirical Theory,* Bijou and Baer; Appleton-Century Crofts, New York, New York, 1961.
3. *Portage Guide to Home Teaching,* Weber, et al; Cooperative Educational Service Agency 12, Portage, Wisconsin, 1975.
4. *Elementary Principles of Behavior,* Whaley and Malott; Appleton-Century Crofts, New York, New York, 1971.
5. *Isn't It Time He Outgrew This?* Baldwin and Fredricks; Charles C. Thomas, Springfield, Illinois, 1973.
6. *Help! These Kids Are Driving Me Crazy,* Carter; Research Press, Champaign, Illinois, 1972.
7. *Parents Are Teachers,* Becker; Research Press, Champaign, Illinois, 1971.
8. *Managing Behavior,* Hall, H & H Enterprises, Inc., Lawrence, Kansas.
9. *Preparing Instructional Objectives,* Mager, Fearon Publishers, Inc., Palo Alto, California, 1962.
10. *Children with Learning and Behavior Problems,* William I. Gardner, Allyn and Bacon, Inc., Boston, 1974.
11. *Behavior Modification Approaches To Parenting,* Edited by: Eric J. Mash, Lee C. Handy, and Leo A. Hamerlynck, Brunner/Mazel, New York, New York, 1976.
12. *Behavior Modification and Families,* Edited by: Eric J. Mash, Leo A. Hamerlynck, and Lee C. Handy, Brunner/Mazel, New York, New York, 1976.
13. *Behavior Modification in Applied Settings,* Alan E. Kazdin; The Dorsey Press, New York, New York, 1975.

PORTAGE PROJECT READINGS

For additional information on the Portage Project or Portage Model refer to the following publications.

1. Bluma, S., Shearer, M., Frohman, A., and Hilliard, J., *Portage Guide to Early Education,* revised edition. Portage, Wisconsin: Cooperative Educational Service Agency 12, 1976.
2. Boyd, R. and Boyd, E. Parent intervention in the education of the preschool handicapped child. *Deficience Mentale/Mental Retardation,* 24:3, 1974.
3. Hilliard, J. and Shearer, M., A home approach to serving children with exceptional needs. *"Bureau" Memorandum,* Wisconsin Department of Public Instruction, Volume 19, Number 2, Winter 1975-76.
4. Hoyt, J.H. Something special in Portage. *American Education,* Vol. 12, number 9, 1976.
5. Schortinghuis, Neal Portage Project Evaluation. *Cycles - a newsletter for the First Chance Network,* TADS, Chapel Hill, North Carolina, Summer 1975.
6. Schortinghuis, N. and Frohman, A., 1974. A Comparison of Professional and Paraprofessional success with preschool children. *Journal of Learning Disabilities.* 17:245-247.
7. Shearer, D. and Shearer, M "The Portage Project: A Model for Early Childhood Intervention" in *Intervention Strategies for High Risk Infants and Young Children,* Theodore Tjossem, ed. Baltimore, Maryland: University Park Press, 1976.
8. Shearer, Marsha S., "A Home Based Parent-Training Model", in *Teaching Parents to Teach.* David Lillie and Pascal Frohanis eds. New York, N.Y.: Walker and Co., 1976.
9. Shearer, M. and Shearer, D. 1972. The Portage Project: A model for early childhood education. Exceptional Child 36: 210-217.
10. Shearer, Marsha. "A Home Based Parent Training Model" in *Training Parents to Teach — Four Models,* First Chance For Children, Vol. 3, TADS, Chapel Hill, North Carolina, 1975.
11. Weber, Susan, et.al., *Portage Guide to Home Teaching,* Portage Wisconsin: Cooperative Educational Service Agency 12, 1975.

APPENDIX A:

PARENTAL BEHAVIOR INVENTORY

Richard D. Boyd & Kathleen A. Stauber

FAMILY NAME _____

	0-25%	26-50%	51-75%	76-100%	Comments
I. TEACHING ANTECEDENTS					
1. Parent removes extraneous, distracting stimuli					
2. Parent commands child's attention before presenting teaching antecedent					
3. Parent provides *brief* explanation or command					
4. Parent's language corresponds to child's receptive language level					
5. Parent models appropriate response to initiate task					
6. Parent provides appropriate visual, verbal, or physical aid when necessary to initiate response					
7. Parent provides additional aid if child becomes frustrated with task					
8. Parent periodically repositions stimulus materials to avoid correct responding to position					
9. Parent makes child aware of contingencies of reinforcement for correct response (i.e., if you do X than you can do Y)					
II. MATERIALS					
1. Parent uses instructional materials as modeled by instructor					
2. Parent chooses appropriate materials given choice by instructor					
3. Parent selects appropriate materials for instructional activity from materials available in home					
4. Parent independently and appropriately selects, presents, and positions materials during instructional activities					
III. TEACHING CONSEQUENTS					
A. Reinforcement in Teaching Tasks					
1. Parent reinforces appropriate behavior					
2. Parent provides immediate reinforcement					
3. Parent provides edible reinforcers *if necessary* to initiate or maintain child's performance					
4. Parent pairs verbal or social reinforcer with tangible or activity reinforcers					

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	0-25%	26-50%	51-75%	76-100%	Comments
5. Parent provides verbal reinforcer for appropriate response					
6. Parent provides enthusiastic verbal reinforcer					
7. Parent pairs knowledge of correct results with verbal reinforcer					
8. Parent varies types of reinforcers when appropriate					
9. Parent presents reinforcement contingently: If child does X then parent gives Y					
10. Parent provides consistent reinforcement for new instructional activities					
11. Parent provides intermittent reinforcement for acquired tasks					
12. Parent provides reinforcement for approximations toward target behavior					
B. Correction					
1. Parent allows the child sufficient opportunity to perform task					
2. Parent provides correction if child responds incorrectly					
3. Parent emphasizes correct answer, not incorrect one when providing correction					
4. Parent presents correction in matter-of-fact manner; is neither negative, punitive or reinforcing					
5. Parent avoids *unnecessary* use of "no" or "not" in correction					
6. Parent provides only amount of aid required to evoke correct response					
7. Parent has child practice correct response after correction has been given					
8. Parent reinforces child's correct response even if a correction was given					
C. Expansion					
1. Parent provides occasional expansion a. expands child's utterance to make complete or grammatical b. associates child's utterance with new or familiar information					
IV. CHILD MANAGEMENT					
A. Effective Use of Reinforcement					
1. Parent "catches them being good": reinforces appropriate behavior					
2. Parent avoids adding criticism to praise					
3. Parent consistently reinforces appropriate behavior which is incompatible to behavior to be eliminated					
4. Parent makes child aware of contingencies (i.e., if you do X, then you can do Y) and reinforces contingently					
5. Parent states antecedent and consequent events that are controlling child's appropriate behavior					

	0-25%	26-50%	51-75%	76-100%	Comments
B. Effective Use of Punishment					
1. Parent consistently ignores minor misbehavior					
2. Parent avoids threatening child					
3. Parent responds immediately and consistently to misbehavior that is not to be ignored					
4. Parent selects mild punisher from special methods for misbehavior not to be ignored					
a. parent "times out" self (i.e., withdraws attention from child)					
b. Parent withdraws privileges or reinforcers when the undesirable behavior occurs (response cost)					
c. parent uses *time out* consistently for undesirable behavior					
• parent avoids threats to use time out					
• parent administers time out in a matter-of-fact manner, giving a brief explanation and no commercials					
• parent leaves child in time out area for only a short period of time (2-5 minutes) unless child is still behaving inappropriately					
• parent releases child from time out in matter-of-fact manner					
• parent reinforces incompatible appropriate response					
d. parent uses physical punishment only for misbehaviors that are harmful to the child or others					
• parent tells child not only why he is being punished, but what he needs to do to be reinforced					
• parent immediately and consistently provides firm physical restraint or verbal reprimand whenever the misbehavior occurs					
• parent avoids punishing in anger					
5. Parent states antecedent and consequent events that are controlling child's inappropriate behavior					
V. INSTRUCTIONAL PLANNING					
A. Behavioral Objectives/Task Analysis					
1. Parent and instructor jointly select future goal using *Checklist* for child					
2. Parent chooses appropriate behavioral objective from alternatives presented by instructor					
3. Parent names the four components of behavioral objective					
4. Parent writes behavioral objective, with instructor completing or assisting in task analysis					
5. Parent determines goals for her child using *Checklist* and the child's current performance					
6. Parent completes task analysis of goal, using informal assessment and baseline data					
7. Parent selects behavioral objective for instructional activity from independently completed task analysis					

	0-25%	26-50%	51-75%	76-100%	Comments
B. Directions					
1. Parent selects appropriate reinforcers for instructional activity					
2. Parent writes reinforcer to be used					
3. Parent selects type and amount of aid					
4. Parent writes "aid" portion of directions					
5. Parent selects appropriate correction procedure					
6. Parent writes specific correction procedure					
7. Parent selects materials for instructional activity					
8. Parent determines use of materials for instructional activity					
9. Parent writes specific directions for use of materials					
10. Parent determines amount of practice					
11. Parent writes amount of practice					
12. Parent modifies activity on basis of baseline data or daily performance					
C. Recording					
1. Parent records child's daily progress, using system set up by instructor					
2. Parent informs instructor when child masters non-prescribed behaviors, updates child's *Checklist*					
3. Parent records post-baseline on previous activity					
4. Parent decides whether credit should be given on basis of post-baseline and past performance					
5. Parent records baseline on instructional activity					
6. Parent selects recording procedure from alternatives presented by instructor					
7. Parent independently sets up recording system					

APPENDIX B:

PURPOSE - PROCEDURE - OUTCOME

Purpose - Procedure - Outcomes provides guidelines for presenting specific parent readings by (1) outlining the conceptual focus of each reading, (2) describing interactional procedures designed to help the parents apply the information in teaching and managing their children, and (3) listing expected parental outcomes that will result from the assimilation and application of the parent readings. Outcomes which are starred are those included in the *Parental Behavior Inventory*.

The following general strategies are common to the presentation of parent readings and, therefore, will not be specified again for each reading. These strategies include:

1. Introduce specific readings by highlighting major points, asking the parent to read it, or reading the material with parents who might have difficulty on their own. (See *How to Present the Parent Program.)*
2. Model specific techniques before asking the parent to do so.
3. Have the parent practice the skills.
4. Prompt, correct, and reinforce the parent during practice.
5. Ask the parent to complete response sheets that accompany the readings after reviewing the content with the parent. Provide assistance if necessary. Answer keys have not been included for the response sheets, because the questions on these sheets are to be used to stimulate discussions that will help the parents relate the concepts and techniques that are presented in the readings to their personal experiences with their children. Instructors are encouraged to accept answers which indicate that the parent comprehends and is appropriately applying the information. The instructor's knowledge of behavioral principles and the content of the readings themselves should provide the instructor with the knowledge against which to evaluate the appropriateness and accuracy of any parental response.

THE HOME TEACHING PROCESS

Purpose

To specify the parent's and instructor's role in the home teaching process.

1. Parent and instructor cooperate in planning the most efficacious program for the child.
   - Parent contributes knowledge of what the child is ready to learn and how the child learns best.
   - Instructor and parent select goals and jointly plan an individualized curriculum.
   - Instructor discusses with parent appropriate teaching and child management skills.
   - Parent does the actual teaching.
2. It is advantageous to work in the natural home environment.
   - More realistic and functional goals can be targeted for the child.
   - Skills that have been taught by the child's natural reinforcing agent — his parents — are more likely to generalize to other areas and be maintained.
   - Other family members can also assist in teaching the child.
3. Parent and instructor learn from one another during the four steps of the home teaching process.
   - *Instructor records child's initial performance* (i.e., baseline) on each new activity, *models and discusses appropriate teaching techniques* with the parent.
   - *Parent models each new activity,* which gives the instructor the opportunity to provide feedback and make suggestions that will help the parent become a more proficient teacher.
   - *Parent and instructor review the activity and recording,* which provides the parent with an opportunity to ask questions and to make additional suggestions.
   - Parent teaches the activity and records the child's performance throughout the week. The next week the *instructor takes post baseline* to determine whether the prescribed skills have been mastered. If the child has not acquired the skill, parent and instructor revise the task so that the child will experience success.
4. Instructor serves as a consultant, providing information on community resources and helping the parent set up clinic visits, if they are required for the child.
5. Parent applies teaching and child management skills to new behaviors of the referred child, as well as to other children in the family.

Procedure

1. Stress the parent's active involvement in the teaching process — parents as teachers are the most important factor in the success of the Portage Project.
   - Discuss the ways in which the parent has been the child's natural teacher.
   - For those parents who are not new to the program, point out how they have effectively taught prescribed activities in the past.
2. Describe the four steps in the home teaching process, emphasizing the parent's role as teacher and your role as consultant.
3. As you present new activities, model and explain effective curriculum planning and teaching techiques, but encourage and reinforce the parent's suggestions.
4. To build the parent's competence as a teacher, identify targets for change in the parent's teaching or child management skills by observing as the parent models teaching new activities.
5. Ask the parent to state new teaching or child management skills which they would like to learn. *(See Objectives For You and Your Child).*
6. Correct inappropriate parental behaviors, and reinforce appropriate parental teaching and child management skills. (Refer to *Parental Behavior Inventory* and *Parent Teaching Process).*

Parent Behavior Outcome

1. Parent discusses with instructor the parent's role in the home teaching process.

2.* Parent models new activities demonstrated by the instructor.
3. Parent works with child during week.
4.* Parent records child's performance daily, using system set up by instructor.

WHAT TO TEACH

Purpose

To provide the parent with guidelines for planning the child's curriculum.

1. Skills may be selected from five areas of development (i.e., social, self-help, motor, cognitive and language).
2. The *Portage Guide to Early Education Checklist* is completed to determine what the child has already learned and to pinpoint the child's areas of strength and weakness.
3. The *Checklist* is also used to guide the selection of skills to teach within a particular developmental area, because it lists the skills in the order in which they are normally learned.
   - Parental preferences as to which skills would be the most important and/or functional for the child to learn guide selection of skills from the *Checklist*.
   - Prerequisite behaviors (e.g., attending to task, following directions, imitating) for teaching other new skills are worked on first.
   - Special emphasis is directed toward the areas of weakness without ignoring other developmental areas.

Procedure

1. Make the parent aware of the function of the *Checklist* in the identification and selection of curriculum goals for the child. Discuss the important points, describing the important areas of development in understandable terms and presenting examples of activities within each developmental area.
2. Have the parent use the copy of the *Checklist* included at the end of the *Parent Readings* and jointly fill out the items on both instructor's and parent's copies. Encourage the parent to verify whether the child can or cannot perform the skills by having the child perform the particular skill.
3. After completing the *Checklist*, discuss the child's strengths and weaknesses. Ask the parent to suggest skills to begin working on with the child.
   - Consider what skills would be most functional for the child given his current repertoire of skills.
   - Discuss whether the child has prerequisite behaviors that are necessary to learn particular new skills.
4. Use the parent's suggestions in deciding what activities you will begin to work on.
5. Have the parent begin to fill in *Objectives for You and Your Child*, with instructor's assistance if necessary.
6. In the future, encourage the parent to keep the *Checklist* up-to-date.
7. Make reference to the guidelines for curriculum selection that are outlined in the reading whenever you and the parent select goals for the child.
8. Make the card file of the *Portage Guide to Early Education* available to the parent to assist her in planning strategies for these goals, if parent demonstrates readiness for this.

Parent Behavior Outcome

1. Parent writes down child's entry skills on personal copy of *Checklist* after checking whether the child can or cannot perform the activities.
2. Parent discusses with instructor the child's strengths and weaknesses, personal preferences as to what skills are important for the child to learn, and whether the child has acquired the skills that are prerequisites for learning the new skills.
3. Parent suggests and/or writes educational goals for child and self.
4.* Parent keeps written record of all prescribed and non-prescribed activities which the child has acquired, keeping personal copy of the *Checklist* up-to-date and informing the teacher of non-prescribed activities which the child can do.

OBJECTIVES FOR YOU AND YOUR CHILD

Procedure

1. Use *Objectives for You and Your Child* at the beginning of the program year to provide a focus for discussing parents' expectations regarding what possible changes they would like to see in their child's developmental skills and behavior, as well as in their own teaching and child management skills.

Before completing the Objectives Chart, the instructor and parent should discuss their mutual roles in planning and implementing an individualized learning/behavior management program for the child, and then jointly assess the child's current skill level by means of the *Checklist* or another appropriate assessment instrument. Many parents will be more assured in stating goals for themselves and for their children after they have participated in the program for several weeks. However, you should actively involve the parent in the selection of goals as early as possible.

The instructor needs to be sensitive to the parent's expectations, being receptive and understanding, yet not allowing the parent to be unrealistic as to what the child can attain by the end of the program year. Neither should the parent make unreasonable expectations of herself.

If the parents have difficulty in identifying targets for change for either themselves or their child, the instructor should make specific suggestions. Guide the parent's selection of realistic goals for the child by prompting consideration of whether the child has the prerequisite behaviors for learning the new skills, the child's present skill level in the different developmental areas, and the child's apparent rate of learning.

Furthermore, some parents will not initially view themselves as learners and may be at a loss when asked to state goals for themselves. Instead of stating a specific parental goal, the parent might respond: "I want to teach Johnny his numbers and to learn how to make him 'behave'; I'm willing to learn anything; or I don't know!" It is, therefore, important to inform the parents at the beginning of the program that they will have the opportunity to learn specific techniques which will help them teach and discipline their children more effectively. Briefly describe some of the teaching and child management techniques that are topics of the Parent Program

materials and that will be modeled and discussed by the instructor during the year. After observing the parent's strengths and weaknesses in the teaching and child management domains, the instructor should guide the parent's choice of realistic parental goals by following the suggestions in *Strategies for Initiating and Maintaining Discussion Regarding the Parent Materials*. For example, the instructor might prompt the parent to express the need to change an inappropriate behavior by pointing out how frequently she exhibits that behavior, discussing how that behavior affects the child, and informing the parent of alternative techniques with the appropriate readings.

The Objectives Chart consists of a stepwise arrangement of spaces labeled "P" and "C" for listing Parent's and Child's goals, respectively. The parent should begin listing the goals that she would like to initally work on at the base of the staircase. Additional higher level goals can be added throughout the first half of the program year. When the child or parent reaches one of the specified goals, place a check (✓) in the corner of the goal box. The instructor and parent should refer to the Objectives Chart as they target new goals for child and parent.

2. Use the Objectives Chart at mid-year to provide a focus for reinforcing and summarizing the positive change that has occurred for both the parent and child.

Generally with the Portage Model, we are looking for the next target (i.e., deficit) area to plan and implement curriculum. We need, however, to occasionally stop and take a look at where we've been since the start of the program. This allows parents the opportunity to see the positive change in their child, as well as the change in their own teaching and child management skills.

If the parent has difficulty in identifying appropriate behaviors that either she or her child has learned, then the instructor should help the parent in this task; the instructor should be enthusiastic and positive in this feedback to the parent. The behaviors chosen should be significant milestones, as we do not want to duplicate the function of the *CHECKLIST*. It is also best to list acquired behaviors that may have been of real concern to the parent such as toilet training, following directions, counting, extinguishing temper tantrums, and so forth. For the parent, the significant changes may be providing consistent and enthusiastic reinforcement, recording and working with the child consistently, using time out instead of physical punishment as a response to inappropriate behavior, or using aids and correction procedures appropriately.

Questions you might want to ask to prompt the parent include the following:

- What major gains has your child made since you began teaching him (her)?
- What gains have you made since you've become your child's teacher?
- What are your expectations for the remainder of this school year for your child?
- What are your expectations for the remainder of this year for your own development?

The instructor should be prepared to help the parent identify these targets. Praise should first be given to the parent's and/or child's accomplishments. Review the original Objectives Chart, pointing out which goals have been already met, which goals are currently being worked on, and which goals might be worked on in the future. Then have the parent state new goals that might be realistically met by the end of the program.

READY, SET, GO!!!

Purpose

To provide guidelines for setting-up the teaching situation and presenting materials in ways that will facilitate teaching.

1. Set up a routine time and place for teaching.
2. Remove all of the things that might distract the child.
3. Place on the table only the materials needed for the activity being taught so that the child is not distracted by the extra materials.
4. Decide upon the sequence of the activities that you will work on during the teaching session.
   - Teach the most difficult activities first when the child is most alert.
   - Activities that the child likes can be saved for last and used to reinforce the child for working on difficult or less preferred activities.
5. Get the child's attention before initiating teaching with a direction.
6. Use language that the child understands, giving brief explanations and commands.
7. Do not unintentionally clue the child to the correct response.
   - Provide only the amount of aid stated in the objective.
   - Avoid looking at the correct items.
   - Reposition the materials so that the correct item is not always in the same location.

Procedure

I. Get off to the right start during your initial visits with the family by modeling and discussing with the parent how to prepare for teaching.
   - Suggest or have the parent suggest a routine time and place that can be set aside for teaching the child.
   - If necessary prompt the parent to remove extraneous or distracting stimuli from the work area and to limit the number of teaching materials that are made available to the child at one time.
2. Model and discuss guidelines for presenting the tasks.
   - Suggest how the parent might sequence the tasks that you leave from most difficult or least preferred to easiest or most preferred activities. Provide the parent with a rationale for sequencing tasks.
   - Model for and prompt the parent to get the child's attention before giving directions so that the instruction won't be wasted.
   - Point out the importance of giving commands or directions that will be understood by the child.
   - Prompt the parent to look at the child instead of at the correct stimulus items, to reposition materials, and to allow the child time to respond when the parent models new activities.

Parent Behavior Outcome

1.* Parent removes extraneous, distracting stimuli.

2. Parent presents only those materials that are needed for the specific task.
3. Parent appropriately sequences tasks in order of decreasing difficulty during a teaching session.
4.* Parent commands child's attention before presenting teaching antecedent.
5.* Parent provides brief explanation or command.
6.* Parent's language corresponds to child's receptive language level.
7.* Parent periodically repositions stimulus materials to avoid correct responding to position.

REINFORCEMENT

Purpose

1. To inform the parent of the types of things which reinforce behavior.
   - A reinforcer is anything that strengthens the behavior which it follows, so that the behavior will be repeated in the future. A reinforcer for the child will be something that he likes or feels good about.
   - Hierarchy of reinforcers:
     Food
     Special Activities (e.g., games, watching T.V.)
     Tokens (e.g., stars, stickers)
     Social Reinforcer (e.g., hug, kiss, smile, praise)
     Knowledge of Correct Results (e.g., tell child he is correct)
     Self Motivation
   - By first pairing food or tokens with enthusiastic praise or knowledge of correct results, you can eventually get the child to work for the higher order, learned social reinforcers.
   - Use only the type and amount of reinforcement needed to keep the behavior going.
   - Vary or combine several reinforcers; do not use the same things repeatedly.
2. To provide the parent with guidelines for identifying what to reinforce and when to reinforce.
   - Reinforce behavior you want to strengthen and to occur more often. Reward the child when he behaves appropriately, makes improvement, or learns something new.
   - Present the reinforcer after the desired behavior occurs, not beforehand as a bribe to get the child's cooperation.
   - Reinforce the specific behavior, not the whole child.
   - When teaching something new, immediately reinforce small changes or improvement so that the child will feel successful.
   - When you begin to teach or strengthen a behavior, reinforce it every time it occurs. As the behavior improves or is learned, gradually shift to unpredictable (intermittent) reinforcement, so the child does not expect a reward every time.
3. To acquaint the parent with how to use attention selectively.
   - Pay attention to good behavior.
   - Ignore behavior that you want to weaken.
   - Set up reminder systems to prompt you to "catch child being good."

Procedure

1. Discuss the hierarchy of reinforcers with the parent.
   - Point out ways in which the parent is effectively using or might more effectively employ reinforcement to teach the child new behaviors and maintain old behaviors.
   - Describe and provide the parent with examples of different types of reinforcers: food, token, activity, social, knowledge of correct results.
   - Help the parent identify effective reinforcers for the child and complete the response sheet, *Reinforcers for My Child.*
   - Be sensitive to the parent's preferences in selecting reinforcers for the child. Whenever possible use secondary reinforcers (tokens, praise, activities, knowledge of correct results) and wean the child from edible reinforcers by pairing them with a secondary reinforcer.
   - Model the degree of enthusiasm that ought to be shown when giving verbal praise or attention to the child; that is, say it so it effectively communicates to the child that he has been successful.
2. Discuss and model the effective use of reinforcement: what to reinforce, when to reinforce and how much reinforcement to provide.
   - Have the parent list on the response sheet *Behavior I Want to Reinforce* those desirable child behaviors which she would like to strengthen through reinforcement techniques.
   - Model and discuss guidelines for the selection and effective use of an appropriate type and amount of reinforcement: rewarding approximations, intermittent schedules, varying and pairing reinforcers.
   - Ask the parent to suggest the reinforcers for prescribed activities as the instructor and/or parent plan the activities.
   - Throughout the rest of the year continue to reinforce improvements in the parent's skill in selecting and effectively using reinforcement.
3. Help the parent catch her child when he is good.
   - Stress that attention is a very powerful reinforcer for children and that parents can effectively and selectively use their attention to either strengthen appropriate behavior or to weaken inappropriate behavior. Model selective use of attention to desirable child behavior.
   - Encourage and reinforce the parent for praising "good" behaviors and for developing a reminder system.
   - Use the reading *How to Weaken Misbehavior* to continue your discussion of selective use of attention.

Parent Behavior Outcome

1.* Parent reinforces appropriate behavior.
2.* Parent provides immediate reinforcement.
3.* Parent provides edible when necessary.
4.* Parent pairs verbal/social with tangible or activity reinforcer.
5.* Parent provides verbal praise for appropriate response.
6.* Parent delivers praise enthusiastically.
7.* Parent pairs knowledge of correct results with praise.
8.* Parent varies reinforcers.

9.* Parent presents reinforcement contingently.
10.* Parent provides consistent reinforcement for new tasks.
11.* Parent provides intermittent reinforcement for acquired tasks.
12.* Parent reinforces approximations.
13.* Parent selects appropriate reinforcers for instructional activities.
14.* Parent writes reinforcers to be used.

HOW TO WEAKEN MISBEHAVIOR

Purpose

To inform the parent of the use of withdrawal of attention and mild punishment in weakening inappropriate child behavior.

1. Children learn inappropriate behavior in much the same way that they learn appropriate behavior — through imitation and reinforcement (positive or negative attention).
   - Negative attention, such as nagging, scolding or spanking, will reinforce misbehavior if the child receives little positive attention for appropriate behavior.
   - Even if parents ignore inappropriate behaviors they may persist because other persons reinforce them.
2. Attention should be used selectively to weaken misbehavior and to strengthen appropriate behavior.
3. To weaken minor misbehaviors through withdrawal of attention:
   - Completely ignore the misbehavior.
   - Be consistent even if the behavior initially gets worse before it gets better.
   - Be matter-of-fact. Don't give child "commercials" to behave better because this is reinforcing.
   - Avoid making threats.
   - Make commands when you expect compliance; don't make requests (i.e., give a choice) unless you will accept the child's decision.
   - Discuss how these behaviors may have been learned and are being maintained (i.e., Antecedent — Behavior — Consequent).
   - Ask the parent to describe and evaluate the effectiveness of discipline techniques used in the past.
2. Discuss and model the use of selective attention to weaken mild misbehavior and strengthen appropriate child behavior.
   - Have the parent target misbehavior which will be ignored.
   - Ask the parent to state the appropriate behaviors, that are incompatible with the undesirable behavior, which would be reinforced.
   - Model and prompt effective use of this management technique.
   - Follow through on the commands you give.
   - Attend to (reinforce) the child when he displays appropriate behavior which is incompatible with the misbehavior.
4. Use a mild punisher (e.g., scolding, firm physical restraint, response cost, Time Out) for misbehavior you can't ignore.
   - Use punishment immediately; verbally restructure the situation if there is an unavoidable delay.
   - Use punishment consistently, but calmly.
   - Vary kinds of punishers so that child does not adapt.
   - Inform child of what he needs to do to receive reinforcement.
   - *Avoid punishment trap:* Catch child being good; don't just punish misbehavior.

Procedure

1. Have the parent identify inappropriate child behavior which the parent would like to weaken. Use response sheet, *Behavior I Want to Ignore.*
   - Discuss how these behaviors may have been learned and are being maintained (i.e., Antecedent — Behavior — Consequent.
   - Ask the parent to describe and evaluate the effectiveness of disicpline techniques used in the past.
2. Discuss and model the use of selective attention to weaken mild misbehavior and strengthen appropriate child behavior.
   - Have the parent target misbehavior which will be ignored.
   - Ask the parent to state the appropriate behaviors that are incompatible with the undesirable behavior, which would be reinforced.
   - Model and prompt effective use of this management technique.
3. Discuss guidelines for using mild punishment for more serious misbehaviors (e.g., biting, tantrums, running in the street) which cannot be ignored because they endanger the safety of the child or of others.
   - Emphasize that traditional punishment is only temporarily effective and may have undesirable side effects.
   - If the child displays misbehavior which has not been controlled by selective use of attention, discuss response cost and time-out as alternatives to physical punishment.
4. Proceed to readings on *Time Out* and *Response Cost* if appropriate.

Parent Behavior Outcome

1. Parent names behaviors to be eliminated or weakened.
2.* Parent can describe ABC of how the behavior was learned and how it is maintained.
3. Parent states current consequent events for the child's misbehavior.
4. Parent evaluates outcomes and effectiveness of current management techniques.
5. Parent describes which incompatible, appropriate behavior can be reinforced.
6.* Parent consistently reinforces appropriate, incompatible behavior.
7.* Parent avoids adding criticism to praise.
8.* Parent makes child aware of contingencies.
9.* Parent consistently ignores minor misbehavior.
10.* Parent avoids threatening child.
11.* Parent responds immediately and consistently to misbehavior that is not to be ignored.
12.* Parent uses physical punishment only for misbehaviors that are harmful to the child or others:
   - Parent tells child not only why he is being punished, but also what he needs to do to be reinforced.

- Parent immediately and consistently provides firm physical restraint or verbal reprimand.
- Parent avoids punishing in anger.

TIME OUT

Purpose

To familiarize the parent with the guidelines for using a Time Out procedure to manage misbehavior if behavior amenable to this special technique is present.

1. Time Out (TO) is a form of mild punishment for misbehavior which cannot be ignored (e.g., tantrums, hitting, kicking) or which has not been eliminated by ignoring or response cost.
2. Time Out can be used in either of two ways:
   - Adult can leave the area in which the child is misbehaving.
   - Adult can remove child from the reinforcing situation and place him in an isolated, TO area.
3. Steps to take in setting-up TO program:
   - Specify the observable misbehavior which will result in TO.
   - Record the frequency of the misbehavior before beginning the TO program (i.e., baseline) so that you will be able to evaluate the effectiveness of the program.
   - Explain/demonstrate TO procedure to the child: what will happen when he displays specific misbehaviors.
   - Consistently give a TO every time child performs one of the misbehaviors.
   - Continue to record the number of times the child misbehaves in order to evaluate the success of the procedure.
4. Rules for effective use of TO:
   - Select TO area that is not reinforcing.
   - Present TO immediately, in matter-of-fact manner.
   - TO should only last 2-5 minutes or a few minutes after the misbehavior stops.
   - Remain consistent even if there is an initial increase in misbehavior.
   - Model the incompatible, appropriate behavior for the child and reinforce him when he displays it.

Procedure

1. Discuss with the parent those misbehaviors which can be effectively managed by simply ignoring them versus those misbehaviors which can be more efficiently managed with a TO program.
   - What antecedents and consequents are evoking and maintaining the misbehavior?
   - Which misbehaviors might be effectively controlled by having the parents time themselves out?
   - Which misbehaviors might be effectively controlled by having parents place the child in TO?
2. Review steps for setting-up TO program for a misbehavior selected by the parent.
   - Assist the parent in setting up a procedure for recording baseline (i.e., frequency and/or duration of behavior).
   - Guide the parent's selection of an appropriate TO area.
   - Model the actual use of the TO procedure for the parent and child.
   - Assist the parent in setting up a procedure for recording behavior during the intervention.
3. Discuss rules for the effective use of TO.
   - Consistent, immediate, matter-of-fact presentation.
   - Length of TO period.
   - Reinforcement of appropriate behavior.

Parent Behavior Outcome

1. Parent names serious misbehavior to control by TO.
2. Parent describes antecedents which result in the behavior and the consequents which are presently maintaining it.
3.* Parent "Times Out" self when formal TO program is not required.
4.* Parent uses formal TO program consistently for serious misbehavior.
   - Parent avoids threats to use TO.
   - Parent chooses appropriate TO area.
   - Parent puts child in TO area, giving a brief explanation and no commercials.
   - Parent leaves child in TO for brief period (2-5 minutes) unless misbehavior continues.
   - Parent releases child from TO in matter-of-fact manner.
   - Parent reinforces incompatible appropriate responses.

RESPONSE COST

Purpose

1. To inform the parent of the following basic information regarding the use of response cost to manage child behavior.
   - Response cost means fining the child for misbehavior.
   - The procedure can be used in either of two ways; a "one shot" basis or a formal structured program.
2. *"One Shot" Usage:* Fine child by removing object or event for specified low frequency misbehavior.
   - Intervene immediately.
   - Remove toy or event.
   - Impose fine which is the natural consequence of the child's misbehavior.
3. *Structured Program:* Token economy works best in managing high frequency misbehavior.
   - Child must be capable of demonstrating desired response; otherwise, desirable behavior must be shaped.
   - Contingencies of the program are defined for the child.
     - Knows which behavior will result in loss of tokens.
     - Knows which behavior will earn tokens.
     - Knows what can be bought with the tokens.
   - Fine must be reasonable.
     - Provide a high rate of reinforcement initially.
     - Whenever you punish a behavior with a fine, find an opportunity to reward incompatible appropriate behavior so child can earn back what was lost.
   - Fade program.
     - Gradually, raise the number of tokens that must be earned before the child can buy something.
     - Pair token rewards with social praise.

Procedure

1. Discuss with parent which misbehaviors can be effectively managed through a response cost system.

- What antecedents and consequents are evoking and maintaining the misbehavior.
- For which behaviors would use on a "one shot" basis be appropriate?
- For which behaviors would a structured response cost program be more appropriate?

2. Assist the parent in setting up a procedure for recording baseline.
3. Review principles of use on a "one shot" basis and, where appropriate, model the technique.
4. If appropriate, assist the parent in setting up a response cost program by explaining and modeling the principles of a token economy.
5. Help the parent set up a procedure for recording the behavior during the intervention.

Parent Behavior Outcome

1. Parent names behaviors which cannot be ignored.
2. Parent describes antecedents which result in the behavior and consequents which are presently maintaining it.
3. Parent suggests behaviors which may be amenable to "one shot" response cost.
4. Parent suggests behaviors that could be managed with structured response cost system.
5. If parent does identify behaviors amenable to a response cost program, the parent plans and implements the program.

FAMILY INVOLVEMENT

Purpose

1. To provide a rationale for involving family members in the child's program.
   - When both parents determine and consistently carry out goals for learning and behavior management, more efficacious teaching and child management programs result.
   - When family members consistently reinforce appropriate child behavior, learning is facilitated.
2. To suggest ways of increasing family involvement.
   - Encourage family members to pay attention to the child's appropriate behaviors.
   - Discourage family members from paying attention to inappropriate or undesirable child behaviors.
   - Both parents determine rule enforcement and educational goals for their children.
   - Discuss with spouse the child's present learning activites and the teaching techniques employed.
   - Have spouse teach a specific skill to the child.
   - Use brothers or sisters as models and in teaching new skills to the younger child.
   - Inform relatives and babysitters of rule enforcement and behavior management techniques to be employed.

Procedure

1. Discuss the importance of family involvement in the child's program so that the parent will have a rationale to present to spouse, siblings, and other family members.
2. Prompt the parent to share with the spouse some of the materials related to child managment (e.g., *Reinforcement, How to Weaken Misbehavior, Response Cost, Time Out).* These materials might stimulate discussion of some of the following questions:
   - What desirable behaviors does the child already display which sould be reinfoced with attention?
   - What undesirable behaviors should the family consistently ignore?
   - Why does the child repeat certain inappropriate behaviors even though they are punished?
   - What other consequent techniques might be more effective?
   - What is a reasonable set of household rules for the child, which the parents will be able to consistently enforce?
   - How can the parents make the child aware of the rules and the consequences of misbehavior?
   - What must other family members, friends, relatives, and babysitters be told so that they will also be consistent with the child?
3. Suggest that both parents discuss and agree upon educational goals for the child. They might:
   - Review the *Checklist* or any record of the child's current skill level.
   - Share the reading, *What to Teach.*
   - Jointly write down goals (e.g., *Objectives For You and Your Child).*
4. Encourage the parent to have the spouse and older siblings teach new skills to the younger child.
   - Leave an activity which would be fun for the spouse or siblings to become involved in teaching (e.g., ball throwing or catching, teaching action rhyme, reading a story and asking questions, identifying sounds from a record, taking turns during a table game).
   - Have the parent share with family members readings describing teaching techniques (e.g., *Modeling, Aids to Use in Teaching, Shaping, Use of Correction).*
   - Have parent model, correct, and reinforce the use of appropriate teaching techniques by spouse and siblings.
   - At first, have the spouse present the activity to the child while the other parent records the child's performance.
   - Later some parents might record their spouse's teaching behavior in order to help the spouse become a more proficient teacher.
5. Discuss ways in which other relatives, friends, and babysitters might be made aware of behavior management and teaching techniques.
   - Parent shares relevant handouts.
   - Parent models, prompts, and reinforces use of appropriate techniques.
   - Parent makes list of household rules.

Parent Behavior Outcome

1. Parent enlists family members help in consistently:
   - Ignoring inappropriate child behavior.
   - Reinforcing appropriate child behavior and enforcing household rules.
2. Both parents discuss and agree upon:
   - Rule enforcement
   - Educational goals for child.

3. Parent informs spouse of the child's current learning activities and the appropriate teaching techniques that are being used.
4. Parent involves spouse in teaching specific skills to the child.
5. Parent encourages child's siblings to model new activities and to directly aid in the teaching process.
6. Parent informs babysitters, friends, or relatives of rule enforcement and behavior mangement techniques.

ACTIVITY CHARTS

Procedure

The *Activity Charts* reading is to be used as a guide for the parent who is ready to state or write strategies for teaching or managing child behavior.

Before having the parent complete one or more of the sections of an Activity Chart, the instructor should have thoroughly discussed the procedures for planning teaching strategies as she modeled the process of writing up earlier charts. Furthermore, the parent should have become competent in verbally stating a strategy before being expected to write one independently. To shape this parental behavior, the instructor should prompt the parent's response with appropriate questions, discuss alternative responses, and reinforce the parent's appropriate suggestions.

If the parent can verbally express her ideas, but has difficulty with the mechanics of spelling or writing, the instructor should continue to help the parent write the Activity Chart. Reinforce the parent for including all the basic components in the teaching strategy, not for how she writes them down. Direct the parent to review appropriate sections of the parent materials which will help in planning the teaching strategy (e.g., *Selecting and Stating Target Behaviors, Importance of Recording, Aids to Use in Teaching, Use of Correction, Reinforcement).* Three Activity Charts, representing teaching of motor, cognitive, and language skills have been included as representative samples. *(see the following 3 pages)*

To assist parents in planning and writing Activity Charts refer them to the *Portage Guide to Early Education: Checklist* located at the end of the *Parent Readings* to assist them in determining goals. To assist them in planning and writing teaching strategies and the directions for the activity, provide the parent with access to the card file of the *Portage Guide to Early Education*. Those parents who demonstrate greater independence in planning teaching tasks for their child could be allowed to keep a copy of the card file in their home on a temporary basis. The card file can be ordered from the Portage Project at the address listed on the first page of this manual.

MODELING

Purpose

To inform the parent about the following concepts concerning modeling.

1. Modeling means demonstrating a behavior, actually performing the behavior yourself, as a means of teaching another person how to do it.
2. Adults and children learn more readily when they are first shown what to do before being expected to do it themselves.
3. Modeling operates to teach children behaviors even when we don't plan on using it. As soon as a child is able to imitate spontaneously (words or actions) he will learn from models.
   - Some of the things he learns will be desirable, others will be undesirable.
   - To an extent, it is difficult to predict which words or behaviors he will imitate, but there are some guidlines to explain this.
   - If the child admires the person who performs the behaviors, then the child is likely to imitate.
   - If the model is reinforced for the behavior, it is more likely to be imitated.
   - Likewise, if the model is ignored or punished, there is a lower probability that the behaviors will be imitated.
4. Because the above is known about modeling in the unstructured situation, we can utilize it systematically in the following ways:
   - Instruct the child to watch.
   - Peform the behavior.
   - Instruct the child to do the same.
   - Reinforce the child when he imitates the behavior.
5. The above steps can be used as.
   - A first step in teaching.
   - Paired with verbal directions to clarify a task.
   - A correction procedure.
   - A prompt to encourage the child to behave in a certain way.
     - This is a child management procedure.
     - In this case, the person who models the behavior *must* be rewarded with something the target child likes to encourage him to perform in the same way.

Procedure

1. Choose examples that the parent has had experience with that demonstrate the uses of modeling.
   - Use instances from prescribed teaching activities as well as from natural behavior.
   - Draw upon examples that the parent may have given you where the child does things (use examples of appropriate and inappropriate behavior) that he has observed another person do.
   - Try to choose examples that are straight forward as well as some that could lend some humor to the discussion. Some examples are:
     - A child using a word that an older sibling does, "keeku" for cookie.
     - Kids using four letter words.
     - Liking to do something a friend likes to do.
2. Use these examples and discuss the guidelines for whether or not the child will imitate a behavior to describe to the parent how the process works. Discuss things like:
   - Is the model someone the child likes?
   - Did the person who modeled the activity receive any reinforcement?
   - Was the child reinforced for his imitation?
   - Was he instructed either directly or indirectly to imitate?

Parent Behavior Outcome

1. Parent describes situations where modeling was used.

CREDIT: ____ yes ____ no

ACTIVITY CHART

Child's Name Jeri

Home Teacher's Name Judy

Week of 1/31/77

What to Teach:

Jeri will give 1-4 objects on request 100% of time

What to Record:

x = correct

o = with help

Directions:

Set up flannel board and have flannel pieces ready for Jeri. Ask Jeri to put one circle on the flannel board. Praise her for being correct and mark x on chart. Repeat for numbers 2-4.

If Jeri is incorrect, show her the correct number by putting up the same number of objects you asked her to do. Then have Jeri try it again using the model of being able to look at your objects and matching. Mark o if you help her.

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CREDIT: ____ yes ____ no

ACTIVITY CHART

Child's Name Matt

Home Teacher's Name Pat

Week of 11/1/76

What to Teach:

Matt will copy a series of up and down lines ⋀⋀ 4/4 trials

What to Record:

⊕ = no help

+ = with help

Directions:

Have Matt watch as you make the up and down lines. As you make them, say "up" - "down".

If Matt does not make continuous lines, take his hand and guide it or have him trace your lines until he feels he can do it on his own.

Reward him with praise and <u>a treat if</u> he completes his work.

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CREDIT: ____ yes ____ no

ACTIVITY CHART

Child's Name Tony

Home Teacher's Name Judy

Week of 11/8/76

What to Teach:

Tony will use /p/ sound in initial position of word without a model 2/2 times

What to Record:

x = correct, no model

i = correct, in imitation

0 = incorrect repetition

Directions:

Place pictures in a box. Have Tony draw one at a time and name it. Praise him for using the /p/ correctly in initial position and mark "x" on chart.

If Tony is incorrect, have him look at you as you say the word. Ask Tony to repeat word. Mark "i" on chart if Tony repeats it correctly and mark "0" if he repeats incorrectly. Paste pictures in Tony's "book" when he correctly uses /p/ sound in initial position.

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2. Parent explains how modeling works for and against her.
3. Parent suggests use of modeling as procedure for:
   - Teaching
   - Correction
   - Management
4. Parent uses modeling as:
   - First step in teaching
   - Correction
   - Management procedure

SHAPING AND CHAINING

Purpose

To give the parent the following basic information regarding the use of shaping and chaining.

1. Complex behaviors cannot be taught through modeling alone.
2. *Shaping* can be used when the child can perform the behavior in some way, but improvement is needed.
   - Shaping means teaching and reinforcing approximations toward a final goal.
   - Steps to use:
     - Choose a behavior that the child can do in some form.
     - Initially teach a small improvement.
     - When child reaches a certain level of performance don't reinforce responses that are below that level.
     - When the child can consistently meet your criterion establish a higher one.
     - Keep working until you meet the final objective and the behavior is mastered.
3. *Chaining* is used to teach behaviors that can be broken down into several small steps.
   - Choose behavior.
   - Break the behavior into series of small steps.
   - Teach one step at a time and reinforce.
   - When child can do first step consistently, require him to do the first two steps before being reinforced.
   - Continue with this process until entire skill is mastered.
4. *Reverse Chaining* is just like chaining except that the last step is taught first rather than the logical first step.
   - Benefit of reverse chaining is that child is reinforced for completion of task.
   - Gives child a greater sense of accomplishment.

Procedure

1. Instructor reviews major points from reading with parent.
2. Instructor discusses with parent skills taught in the past which were less complex and modeling alone was an effective teaching technique.
3. Using *Checklist* the instructor either prompts parent to choose or parent chooses skills that are complex and require more than just modeling as a teaching technique.
4. Review task analyses that employed any of these three strategies, and explain to the parent how she has already used them and the mechanics of their use.
5. Assist the parent in writing out the specific steps to teach using Shaping, Chaining, and Reverse Chaining.
6. If presently in the process of teaching a skill using one of these techniques, have the steps written out for the parent and share the steps with her, how they were determined, and the direction you are going in meeting the final objective.
7. Over a period of several weeks allow the parent to implement new steps at her own discretion based upon the child's performance.
8. Plan ahead of time to point out to the parent how you are using these techniques.
9. Assist the parent in choosing appropriate steps.

Parent Behavior Outcome

1. Parent names behaviors appropriate to own child that could not be taught by modeling alone (4-5 behaviors).
2. Parent determines which of the three techniques suggested would be applicable to teaching that behavior.
3. Parent states plan for teaching each of the behaviors using the techniques described here.
4. Parent implements her own teaching program of the skills targeted.
5. Parent decides when to move from one step to the next to accomplish the stated final objective.

THE IMPORTANCE OF RECORDING

Purpose

1. To inform the parent that recording is important in:
   - Assessing the initial frequency of the behavior you would like to change in order to select an appropriate goal.
   - Monitoring how rapidly behavior changes or new skills are learned in order to determine the size of steps prescribed for the child's learning program.
   - Evaluating the effectiveness of the suggested teaching strategies (e.g., materials, reinforcement, aid, correction) in facilitating behavior change or learning, so that the program can be altered if it is not working.
   - Verifying that the behavior has changed or the skill has been acquired.
2. To provide the parent with guidelines for selecting and setting-up efficient recording systems that yield the type of information they desire, the following alternatives will be discussed:
   - Graphs, such as the one on the Activity Chart.
   - Yes/no tally of behavior that occurs infrequently or at predictable times.
   - Tokens, tally marks, manual counters, etc. to record behaviors that occur frequently.
   - A time sample to obtain a representative picture of high frequency behavior by recording at designated times instead of continuously.

Procedure

1. If the parent is not consistently recording the child's daily progress on the Activity Charts or alternate recording system:
   - Review the importance of recording; make the parent aware of the feedback value of the graph so that the parent will be reinforced by changes in child behavior represented on the graph.
   - Clearly explain the recording system for each activity and model its use as you take baseline.
   - If necessary, modify or simplify the recording system to fit the parent's needs.
   - Prompt and correct the parent as you have her practice recording in your presence.

- Reinforce the parent for recording daily progress on the Activity Chart; if necessary, provide an incentive to encourage recording.
- Reinforce regular recording habits intermittently to maintain the behavior.

2. Develop the parent's skill in independently recording initial skill level (i.e., baseline) by:
   - Explaining and demonstrating the use of baseline information in selecting an appropriate goal.
   - Prompting and correcting the parent as you have her practice recording baseline.
   - Reinforcing the parent for assuming responsibility for recording baseline.
3. Develop the parent's skill in independently recording post-baseline by:
   - Explaining and demonstrating how to use the daily record of performance and post-baseline information to determine whether the child has acquired the specified behavior.
   - Prompting and correcting the parent as she practices recording post-baseline and decides whether to give credit for the prescribed behavior.
   - Reinforcing the parent for assuming this responsibility.
4. Develop the parent's skill in independently setting-up efficient recording systems by:
   - Explaining and modeling alternative recording systems:
     - What to record?
     - How to select a recording system that will give the desired information in the most efficient manner?
     - What sample of behavior to record (e.g., first three practice opportunities, time sample, etc.)?
   - Prompting, correcting, and reinforcing the parent for setting-up recording systems.

Parent Behavior Outcome

1. Parent discusses the importance of recording her child's behavior.
2. Parent reviews recording of each new activity with the instructor, practicing recording while modeling the new activities.
3. * Parent records child's daily progress on Activity Chart, using system set up by the instructor.
4. Parent takes baseline on new activities with instructor's assistance.
5. Parent uses baseline information as she discusses goal selection with instructor.
6. * Parent independently records baseline.
7. Parent takes post-baseline with instructor's assistance.
8. * Parent decides whether child has acquired the skill and should be given credit.
9. * Parent independently records post-baseline.
10. * Parent discusses and selects recording procedure from alternatives presented by instructor.
11. * Parent independently sets up recording system for:

AIDS TO USE IN TEACHING

Purpose

To provide the parent with guidelines for using aid in teaching.

1. Aid helps the young child more quickly and easily learn new skills without becoming frustrated or practicing incorrect responses.
2. Type of aid:
   - Physical aid provides the most assistance on motor tasks by physically guiding the learner through the
   - A model shows or tells the child what the correct behavior is; it is the best way to begin teaching.
   - Simple verbal directions can be paired with a model to tell the child what you want him to do or how to do it.
   - Physical aid provides the most assitance on motor tasks by physically guiding the learner through the behavior.
   - Verbal aid provides spoken directions or hints that prompt the correct behavior.
   - Visual aid provides the learner with something he can see to prompt the correct behavior.
3. Amount of aid:
   - Provide enough aid so that the child succeeds without becoming frustrated, but not so much that there is no challenge.
   - As the child learns to do more of the task by himself, reduce the number of aids and modify the kinds.
4. Timing of aid:
   - Give aid immediately at the beginning of a new task.
   - As learning progresses, give aid only when the learner experiences difficulty.
   - Allow the child's needs to guide your selection of the type and amount of aid you provide.
5. Reinforce improvement in the child's performance even if he requires aid to succeed.

Procedure

1. Discuss why children require aid in learning new skills.
   - Ask the parent to describe how she aided her child learn some earlier skills (e.g., walking, self-feeding, self-dressing).
   - Stress that activities which the adult takes for granted are often new and puzzling to the young child.
2. Relate your discussion of type of aids to some of the aids you have actually used in prior prescribed activities or will use in new activities that you leave for the next week.
3. After you have discussed a particular type of aid, have the parent fill in the related response section of the reading. Encourage the parents to read and complete other portions of the reading on their own during the week.
4. As you describe and model the new activities, point out how you modify the amount and timing of aid to meet the child's needs.
   - Demonstrate how to use the child's baseline performance to estimate how much aid the child will need initially and by the end of the week to succeed at the activity.
   - Explain how to modify the aid depending upon the child's performance on the activity during the week.
5. Prompt and reinforce the parent's appropriate use of aid as she models new activities.
6. Involve the parent in determining the aid the child will need to learn new activities.

- Omit the "aid" from "What to Teach" and "Directions" sections of Activity Chart.
- After taking baseline, ask the parent to suggest what aid would be appropriate.
- If necessary, make suggestions to the parent or point out alternatives.
- After receiving parental input, fill in the aid or have the parent do so.
- Gradually fade your aid as the parent becomes capable of assuming full responsibility for stating and writing the "aid" the child should receive on each new activity.

PARENT BEHAVIOR OUTCOME

1. Parent will discuss examples of tasks in which various types and amounts of aid were provided to help the child learn.
2. * Parent will give appropriate aid (type, amount and timing) in modeling a new task.
3. Parent will help the child by giving aid immediately on new tasks.
4. * Parent will allow the child to try to perform the task and give aid when he has difficulty after the child has mastered initial steps of task.
5. * Parent suggests appropriate aid when planning new activity.
6. * Parent writes amount of aid on Activity Chart.

USE OF CORRECTION IN TEACHING

Purpose

To inform the parent of the use of correction in teaching.

1. When to correct? Use some type of correction when the child does *not* do the task correctly or give the right answer.
2. What type of correction? The types of correction you would use to help the child are the same types of aid used in teaching:
   - Model the correct behavior by showing or telling the child what to do.
   - Give physical aid to help child correctly perform any behavior that has a motor component.
   - Give a verbal hint as to the correct response.
   - Provide a visual clue that will help the child perform correctly.
3. How much correction?
   - Give only the smallest amount of aid that it takes to help the child get the right answer or perform the behavior correctly.
   - Models or physical aid generally provide more aid than either verbal or visual cues.
   - It is important that the task is challenging for the child, so give the amount of correction that fits the child's needs.
4. How to use correction?
   - Use correction procedures in a matter-of-fact way so that the child does not feel like a failure and become frustrated and unwilling to try the task further. Do not be negative or punishing when you correct the child, because if the child hears "no" every time he makes a mistake, he may not hear the correction.
   - Stress the correct answer or right way to do the task. Whenever possible, try not to repeat the wrong answer, but be sure to give the correct answer or help the child through aids provide the correct response.
   - Avoid giving either too much or too little aid in the correction procedure.
   - Reinforce the child if he responds appropriately even after you use the correction procedure.

Procedure

1. As you model a new activity for the parent, point out the importance of correcting the child when he does not give the right answer or perform the behavior correctly.
2. Discuss guidelines for selecting type and amount of aid.
   - Stress that you should first try to provide the appropriate amount of aid so that the child will be challenged by the task and still succeed.
   - If the child does not respond correctly, then give only the smallest amount of aid as a correction to help the child perform correctly.
   - In a series of activities, what was at one point the aid to help the child perform the task, may at another time be the correction procedure.
   - Discuss and model the correction procedures which you have already written out on one or more of the new Activity Charts. Explain how you determined the type and amount of aid that should be given to correct a response, and also how you would vary the amount of aid used as correction when the child needs less help to perform the task appropriately.
3. Model and discuss the best ways to correct the child.
   - Emphasize helping the child make the correct response without repeating the wrong response or repeatedly saying "no".
   - Stress the importance of reinforcing the child's correct performance so that he will feel successful, even if a correction procedure was used before the child responded appropriately.
4. Involve the parent in determining the type and amount of correction for new activities.
   - For one or more of the new activities you leave in the home, ask the parent to make suggestions as to the type and amount of correction that should be given if the child does not perform the task correctly.
   - If necessary, point out that the type and amount of correction should be modified as the child needs less help in making the correct responses.
   - Gradually fade your aid as the parent becomes capable of assuming full responsibility for determining the correction procedure to use for a new activity and writing the "correction procedure" in the directions.

Parent Behavior Outcome

1. * Parent allows child sufficient opportunity to perform task.
2. * Parent provides correction if child responds incorrectly.
3. * Parent emphasizes correct, not incorrect answer when providing correction.
4. * Parent presents correction in matter-of-fact manner, is neither negative, punitive, or reinforcing.
5. * Parent avoids unnecessary use of "no" or "not" in correction procedure.

6.* Parent provides only amount of correction required to evoke correct response.
7.* Parent has child practice correct response after correction has been given.
8.* Parent reinforces child's correct response even if correction was given.
9.* Parent selects appropriate correction techniques to use with activities.
10.* Parent independently chooses correction procedure and writes that section of the Activity Chart.

STATING TARGET BEHAVIORS

Purpose

1. Goals need to be stated in terms of a target behavior for several reasons.
   - Curriculum planning must be geared to a brief teaching interval (e.g., one week). Target behaviors give a manageable step to work toward.
   - Target behaviors assist in planning by specifying observable and thus countable behaviors which can then be recorded to indicate that goals have been accomplished.
   - The precise behavior to be taught can easily be communicated to a number of individuals.
2. The components of a target behavior are the answers to four questions:
   - Who will do it? Child or parent's name.
   - What will he do? Stated in behavioral terms.
   - Will he get any help at the end of the week? Specify the type and amount of aid, if any will be given.
   - How well must he do it to show that he has learned a behavior? State a criterion level of performance that will assure that the child has mastered the skill.

Procedure

1. Prepare in advance for presentation of this reading by pointing out and discussing the way you have written your objectives on Activity Charts in the past, four parts of the objective, and why each is important.
2. Help the parent to decide upon one of the four parts to work on. For example, the parent could choose "will do what" and the instructor could determine the condition and the criterion. Gradually have the parent write more parts of the objective. Review *Activity Chart* reading.
3. If the parent begins by attempting to write the entire objective, prompt her with the questions stated to include all parts of it.
4. Use the *Checklist* to assist the parent in choosing behaviors, and *Aids to Use in Teaching* to establish conditions.
5. Discuss the criterion with the parent and its importance in terms of being the minimum number of practice opportunities to be provided each day.
6. Discuss criterion levels with the parents. Give examples by having the child perform a behavior and evaluate whether his performance indicates that he has mastered the skill or needs more practice.

Parent Behavior Outcome

1.* Parent can name 4 parts of a target behavior.
2. Parent can point to words that are appropriate to use to describe "What will child do?" and those which are inappropriate.
3. Parent can state types of aid which could be used in stating target behaviors appropriate to the child.
4. Parent can state appropriate criterion levels for skills which are targeted.
5.* Parent can determine at post-baseline whether or not child has met criterion on stated target behavior; decides whether credit should be given.
6. Parent can label stated target behaviors as appropriate vs. inappropriate.
7.* Parent chooses target behaviors appropriate to the child.
8.* Parent writes target behaviors appropriate to the child under "What to Teach" on Activity Chart. This includes 4 parts all accurately written.

SMALL STEPS IN LEARNING 1 AND 2

Purpose

To provide parents with a rationale, examples, and guidelines for performing task analyses on different types of educational goals for their children.

1. Eductional goals should be broken down into an orderly sequence of smaller steps (i.e. target behaviors) in order to:
   - Ensure that the child succeeds at the task within a short period of time.
   - Prevent frustration and maintain child's interest.
   - Build upon what the child has already learned.
   - Meet the child's individual needs.
2. Motor (i.e., physical) and self-help skills can be broken into smaller steps by:
   - Specifying component behaviors which often resemble the final behavior (e.g., balance on one foot, hop in place, hop a distance).
   - Specifying type and amount of modeling, physical, visual, or verbal aid needed to help the child learn each step.
3. Cognitive (i.e., academic) and language skills can be broken into smaller steps by:
   - Specifying behaviors that lead up to the final behavior, but may not resemble the terminal objective (e.g., match, point to, name).
   - Specify type and amount of aid needed to help the child learn each step.
4. Individualize each task breakdown to meet the needs of the child.

Procedure

1. Describe the rationale for breaking long-term educational goals (i.e., Goal Behavior) into smaller steps.
2. Focus upon the breakdown of motor and self-help skills, referring to the first reading in series of two.
   - Discuss and model how to break a new or continued long-term goal into smaller steps that become progressively more difficult.
   - Point out how each learning step is built upon the prior steps.
   - Review "aids" and demonstrate how appropriate amounts and types of aid can be provided to help the child learn each small step.
   - Help the parent individualize each task breakdown for the child by considering such things as the child's present skill level (i.e., informal assessment or baseline in-

formation) and the child's rate and style of learning (e.g., learns more easily from visual than verbal cues).
- Show the parent how to use the child's initial baseline performance on a task to determine an appropriate objective.
- Explain and demonstrate use of child's daily and post-baseline performance as basis for moving to a simpler step if child has had difficulty with the prescribed activity.
- Have the parent complete a task analysis of a motor or self-help skill on the response section of the reading. Remind the parent to state each step as a target behavior.
- As the parent selects future goals in the motor and self-help areas, have her perform a task analysis of them.

3. Compare and contrast the task analysis of cognitive and language skills to that of motor and self-help skills as you focus upon the second reading on this topic.
4. Prompt the parent to apply task analysis to all new goals in order to select appropriate target behaviors for the child.

Parent Behavior Outcome

1.* Parent performs an informal task analysis by suggesting an appropriate next step in teaching a prescribed activity.
2. Parent can list (verbally or in writing) five to seven steps in a task analysis of motor or self-help skill.
3. Parent can list five to seven step task analysis of cognitive or language skill.
4.* Parent appropriately uses the child's baseline, daily, and post-baseline performance as basis for moving to a more complex or a simpler step in a task analysis.
5.* Parent selects behavioral objective for instructional activity from independently completed task analysis.

INTRODUCTION TO EXPANSION, PLAY, MATERIALS

Purpose

1. To serve as an introduction to the three readings which follow: *Expansion, Play, Use of Household Materials and Routines.*
2. To focus the parent's attention on how:
   - Their role as a teacher can be generalized across situations.
   - They can utilize teaching and learning situations which occur naturally in the home.
3. To begin evaluating specific routines in the home which can be utilized to teach the child.
4. To provide an opportunity to reinforce:
   - Previous performance in the structured teaching situation.
   - The manner in which they are already involving their child in routines and interacting with him.
   - The parent-child interactional benefits which have resulted from this mutual involvement.

Procedure

1. When parents have demonstrated attainment of behavioral goals for the structured teaching situation, present this reading and introduce it as a brief overview of the next three.
2. Reinforce the skills the parent has demonstrated to date, pointing out the strongest points about the skills they have demonstrated.
   - Selecting activities.
   - Completing task analysis.
   - Providing reinforcement.
   - Providing correction.
   - Giving aid.
   - Writing activity charts.
3. Draw analogy to the way the child learns skills in a structured step by step fashion and later how we try to establish a way for him to generalize these skills in his natural environment. Parents, too, have been taught skills and have used them within the structure of the time they set aside for working on prescribed activities. Now is the time to start looking for opportunities to use their teaching skills in the natural environment and find unstructured opportunities to improve the child's abilities and their interaction with him.
4. Point out to the parent those changes which you have observed and those that they have mentioned to you in regard to parent behavior, child behavior, and the interactional process.
5. Explain to the parent that the interactional process and the learning process continue throughout the entire day and that utilizing the natural process in the home can result in even more learning and an improved interactional system.
6. Make the parent aware that you know how time consuming their chores are, and that continuous intense interaction between parent and child would not be beneficial for either of them.
7. Have the parent discuss daily routines and fill in possible times when the child could be involved in her activity on the response sheet.
   - Start with overlap time.
   - Write these activities on the response sheet.
   - Discuss the nature of this interaction.
   - Determine and record the parent's and child's routines to which the interaction could be extended.

Parent Behavior Outcome

1. Parent discusses involvement and routines with the instructor.
2. Parent completes response sheet and discusses.
   - Parent's daily routine
   - Child's daily routine
3. Parent discusses the degree of overlap that presently exists.
4. Parent discusses
   - Strong points about this interaction.
     - Frequency
     - Nature of
   - Any problems they have with it.
     - Time
     - What to do
     - How to do it
5. Parents express any need they have to better interact with child on the three levels specified.

EXPANSION

Purpose

To inform parents of the use of expansion as a vehicle for

providing information to their children.

1. Children use many different strategies for getting information from their environment.
2. Some strategies are more productive than others.
3. Expansion is a strategy the parent can use to get away from redundant questions and give the child additional information by adding to what the child has already said.
4. Expansion uses what the child has said and adds a model to it or relates the child's utterance either to something new or familiar.
5. Topics to use as the basis for expansion are:
   - What would happen if . . .?
   - How is it like . . .?
   - How is it unlike another object or activity?
   - What can you do with it?
   - What is it made of?

Procedure

1. Point out to the parent any strategies the child is presently using to maintain conversation with adults or prompt the parent to point them out to you.
2. Explain how adults change their voice, vocabulary and language structure to talk to young children. Also point out and discuss the way in which talking to babies in this way helps them to not only learn their language, but also gives them a great deal of information about people, objects, and activities in their environment.
3. Point out to the parent that the level of language presently being used with the child is more complex than what would be used with an infant, but the parent is still using this interaction as a means of giving the child input about people, objects, and events in their environment.
4. Explain to the parent that this technique may not be extremely comfortable if it hasn't been used previously, but that with practice the parent will become relaxed about using it.
5. Model the use of the technique for the parent.
6. Then let the parent do some expansion with the balloon you have brought along.

Parent Behavior Outcome

1. Parent discusses strategies child may now be using or has used in the past to get information and maintain conversations.
2. Parent discusses situations in which expansion could be used.
3. Parent models use of expansion in one of the situations she has chosen.
4. Parent uses expansion during routine activities and play.
5. Parent uses expansion in the teaching situations.

PLAY: A LEARNING EXPERIENCE

Purpose

To inform the parent of the use of play situations as a learning experience for the child.

1. All children play.
2. Playing is a skill which is used as a vehicle to learn additional skills and practice skills which have already been mastered.
3. Parents are initially instrumental in teaching an infant to play; it is beneficial to continue this involvement.
4. Play is very rewarding and therefore can serve as a good learning situation.
5. Play is the child's invention and it should remain so even when the parents are involved. Therefore, let the child lead and direct the play, and the parent can add comments to give more information and suggest new and different ways to play. Follow suggestions from the *Expansion* reading for suggested interaction patterns.
6. Set aside a special time to play with your child. Use this time to:
   - Play games that the child cannot yet play without supervision. Use card or board games or spend the time to make one.
   - Join in rough-house activities.
   - Save special materials to play with during this time.
   - Save this time to play with messy things.
   - Gear play toward learning a specific skill by providing special materials.
   - Role play or engage in make-believe.
7. Play is a learning experience for children whether or not adults are involved, however, when adults are involved greater opportunities for learning are possible on an interesting, fun basis.

Procedure

1. Use this reading as one of a series of four and relate it to the other three.
2. Model playing with child using expansion and being nondirective.
3. Possibly leave an activity that week which is simply for the parent to play with the child for fifteen minutes using these techniques.
4. Help the parent to choose several play activities and let the parent independently choose additional ones for the remaining days.
5. Have parent model for you the way in which she plays with her child during the home visit and again the following week.
6. Discuss reactions and anything the parent thought had worked out well in addition to any problems or concerns.

Parent Behavior Outcome

1. Parent gets involved with child during play.
2. Parent uses expansion techniques during this play.
3. Parent sets aside play time daily.
4. Parent subtly structures play toward learning objectives.
5. Parent chooses appropriate play situation to interact with the child.

USE OF HOUSEHOLD ROUTINES AND MATERIALS

Purpose

To alert the parent to potential opportunities to use household materials and everyday routines in teaching children.

1. Children learn more about objects in their surroundings when the parents interact with them during everyday household routines and the child's play activities.
2. When selecting household routines to share with the child, the parent should remember to:
   - Choose an activity that is easy enough for the child to really help with.

- Praise the child's work even if it isn't perfect.
- Choose an activity which will provide the child with the opportunity for learning something new or practicing a skill.
- Keep the interaction pleasant by involving the child when he shows an interest in the parental activity, without forcing participation.

3. Common household objects can be used effectively as teaching materials. There is no need to purchase "educational toys" or materials when the same skills can be taught using materials that are readily available or easily made in the home. The same materials can be used to teach different skills.
4. Consideration should be given to the following when selecting materials:
   - Choose materials that are appropriate to the child's present skill level, so that the task is neither too easy nor too difficult.
   - If one type of material does not work, switch to another.
   - Change the type of materials which you are using to teach a specific skill in order to maintain the child's continued interest and promote generalization across situations.

Procedure

1. Relate this reading to *Expansion* and *Play: A Learning Experience.*
2. Discuss with parent the types of skills that children learn by helping their parents with household routines. Reinforce the parent who is already using routine activities to teach the child. Suggest activities that lend themselves to child involvement.
3. In reviewing prescribed activities, point out to the parent how to also use routine activities to teach the same skills in different situations.
4. Make the parents aware of guidelines for selecting household routines to share with their children.
   - Point out to the parent how to use household materials to teach new skills or to practice and review already learned skills.
   - Model use of household materials by bringing common objects or homemade materials for some of the prescribed activities.
   - Encourage the parent to find appropriate materials around the home.
   - Discuss how to select materials, how to present materials, and how to vary materials.

Parent Behavior Outcome

1. Parent identifies household routines in which child has been previously involved or could become involved.
2. Parent discusses with instructor how these routine activities can be used to teach or practice skills and completes related items on response sheet.
3. Parent lists on response sheet skills which she has taught to child and the household materials that have been used.
4. Parent lists different skills that can be taught by using the same materials.
5. Parent discusses different materials that can be used to teach the same skills.
6. * Parent suggests household materials that can be used to teach prescribed weekly activities.
7. * Parent determines use of materials for instructional activities.

USE OF TIMERS

Purpose

To inform the parent of the guidelines for using timers as both a management technique and a teaching aid.

1. Timers can be used in the following situations:
   - When a child must wait for an event to occur.
   - To signal a change in activities.
   - To encourage sharing.
   - To eliminate undesirable behaviors.
   - To teach children to work longer at a task or to be more independent in play.
   - To reduce the amount of time required to complete a task.
2. Guidelines for use of timers:
   - When using a timer make sure both parent and child are aware of the contingencies and that both will carry out the specified contingencies when the timer rings.
   - When increasing time at a task, set the timer for only a little more time than the child presently spends at it.
   - When decreasing time at a task, initially set it for only a little less time than it presently requires.
   - Gradually increase or decrease the amount of time to ensure success for the child.
   - When desired time at task is accomplished, fade use of the timer and reinforce intermittently to maintain the behavior.
   - When changing duration of a behavior, record number of seconds or minutes, not the number of responses.
   - Anticipate situations in which a timer will be useful rather than letting the trouble get started and then intervening with the timer.

Procedure

1. Discuss with the parents the types of behaviors which can be efficiently managed by using a timer.
2. Help the parent discover the types of timers that are available to her.
3. If behaviors exist which are amenable to use of a timer, model the use of the timer in the situation.
4. Prompt the parent to suggest and set up programs for using the timer in other situations.

Parent Behavior Outcome

1. Parent names behaviors which may be managed by use of a timer. These could be behaviors that fit under (1) in the Purpose section.
2. Parent names items in the home that could serve as a timer (clock, alarm, oventimer, dryer timer, egg timer).
3. Parent sets up appropriate program to control behaviors with timer.
4. Parent informs child of contingencies regarding timer.
5. Parent meets her part of contingency when timer rings.
6. Parent gradually changes amount of time required.
7. Parent reinforces child for increase/decrease at specified intervals.
8. Parent fades use of timer and reinforces intermittently when time criterion has been met.

TEACHING SUMMARY

Procedure

Teaching Summary highlights for the parent the way in which the individual teaching and child management skills are integrated in planning and implementing the child's curriculum. Discuss the relative contribution of each component in creating a successful teaching experience.

Use this reading as a means of reinforcing the parent who has learned to integrate and automatically apply these skills in teaching situations. Parents who have displayed competency in independently planning and implementing the child's curriculum should be able to maintain these skills with a minimum amount of professional support. The instructor should intermittently consult with and reinforce the parent by means of telephone, written, or periodic personal contact.

However, *Teaching Summary* may also be used with parents who are not yet applying or integrating all of the individual skills in teaching situations. As you review the summary with the parent, focus particularly on those components in which the parent is lest competent or independent. Stress that the integration of the separate skills is necessary for successful teaching. Prompt the parent as to the appropriate techniques that make for successful teaching.